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ABSTRACT

Module Four of the Alberta project "Stay In--You Win" is presented in this document. This module is designed to generate ideas for planning effective initiatives for schools. The stated objectives of this module are to provide a listing of dropout prevention programs in Alberta high schools; to encourage interpersonal networking among educators concerned with stay in school initiatives; to outline a variety of dropout prevention programs which can generate ideas for a school's Stay In--You Win initiatives; and to provide guidelines for the design of effective dropout prevention programs. Guidelines for effective education and remediation programs for youth are then presented. Eighteen dropout prevention projects in Alberta high schools are described. Sixty-nine dropout program project descriptions selected from the research literature are also presented. These are grouped into the categories of general programs; technology programs; programs specifically for girls; and business partnerships. Synopses for each of the four categories are included. Planning charts for the Stay In--You Win program are included. (ABL)

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STAY IN — YOU WIN

MODULE FOUR

DROPOUT PREVENTION PROGRAMS THAT WORK

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THE INTERDEPARTMENTAL TASK FORCE ON DROPOUTS

ALBERTA EDUCATION
INTER-DIVISIONAL COMMITTEE ON DROPOUT PREVENTION

and was

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Ian R. James, President
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January 1992

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STAY IN — YOU WIN

MODULE FOUR

DROPOUT PREVENTION PROGRAMS THAT WORK

1. INTRODUCTION

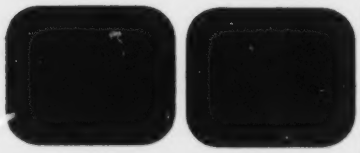
This module is designed to generate ideas for planning effective STAY IN—YOU WIN initiatives for your school. This initial inventory of dropout prevention programs in Alberta schools and elsewhere provides the names of contact people who can discuss practical approaches with you. This networking, by phone, by visitations, at conferences and by personal study is an invaluable part of working to reduce the dropout rate in your school.

2. MODULE OBJECTIVES

- **To provide a listing of dropout prevention programs in Alberta high schools.**
- **To encourage interpersonal networking among educators concerned with stay in school initiatives.**
- **To outline a variety of dropout prevention programs which can generate ideas for your school's STAY IN — YOU WIN initiatives.**
- **To provide guidelines for the design of effective dropout prevention programs**

The following guidelines are reprinted from the William T. Grant Foundation's publication "The Forgotten Half: Non-College Youth in America" (1988), with grateful acknowledgement.

3. Guidelines For Effective Education and Remediation Programs For Youth



overheads 4.1 and 4.2

Practitioners and researchers generally agree on strategies for effective learning. Such strategies work for academic learning, youth employment training, or combinations of both. Much of what is known comes from careful assessments of effective school, employment training, and on-the-job training programs, not just from theoretical studies. The assessments show what works for youth in general as well as for at-risk youth. A brief summary of what research has found follows.

THE PROGRAM CONTEXT

- **INSTRUCTIONAL LEADERSHIP**. Effective leadership is a key element in successful education and training programs. The principal, project manager, or training director sets standards and expectations for teaching and learning for teachers and for learners. Successful, experienced teachers have a critical role in providing this instructional leadership.

- **THE LEARNING ENVIRONMENT**. Discipline and order are essential. Effort and perseverance must be maintained among students and teachers in pursuit of educational goals. A significant aspect of developing order and discipline is awakening the interest of students through teaching methods that enlist their curiosity and participation.

- **TARGETED PROGRAMS**. Programs that direct services toward the most at-risk, rather than toward those whose needs are least, show the greatest cost-benefit ratios. Programs which focus on

individual needs are much more effective than very general approaches which do not take such differences into account.

- **LONGER TERM INTERVENTIONS.** Lasting results take time to achieve. Research on programs shows that gains made by children in enriched programs tended to fade when the intervention ceased. Some young people need extra help and follow-up support for a period of years.

- **STABLE FUNDING.** Programs for youth often suffer from the vagaries of the political and economic climate. Unstable funding keeps programs in turmoil so they do not have a chance to succeed. Programs for at-risk youth should be supported as part of ongoing educational programs with regular appropriations, rather than "soft" categorical funds that cannot be relied upon.

THE INSTRUCTIONAL CONTEXT

- **FLEXIBLE PACING.** Students should be able to learn material at a pace they can handle. In lock-step programs, slower youth become discouraged and the more able students become bored.

- **MULTIPLE TEACHING MODES.** Students not only learn at different rates but also in different ways. Effective teaching provides opportunities to learn by listening, reading, discussing, making, role-playing, writing, tutoring, and, above all, part*icipating*. Too much of most students' classroom time is spent in passive listening to teachers.

- **COMPUTER-ASSISTED INSTRUCTION.** Computers are one tool that can help to make individualized, self-paced learning effective but they are no substitute for a good teacher with a well-formed lesson plan. Computers can deliver instruction step-by-

step, requiring mastery of one element of subject matter before the student can move to more complex matter. Computers can be programmed to provide instant feedback, encouragement, additional approaches to learning, and analyses of error.

- **LEARNING FOR MASTERY**. Traditional classroom instruction does not always ensure that students will master subject matter. Mastery or competency models of learning seek to ensure that each student understands the subject matter before tackling more difficult concepts.

- **THE INSTRUCTOR'S CENTRAL ROLE**. Competent and caring instructors provide young people with a rich learning experience. Such instructors are able both to engage students in group learning experiences and to help them learn on their own. The instructor's expectations are also important. Students tend to do better work when teachers expect them to do well, and poorly when teachers expect them to fail.

- **THE IMPORTANCE OF PARTICIPATION**. Young people tend to learn best when they actively participate in learning experiences — by doing as well as by reading or listening. Isolated learning and lectures need to be leavened with cooperative projects, seminars, group discussions, performances, and field trips.

- **YOUTH RESPONSIBILITY**. To learn most effectively, young people need to be accountable for their learning goals, efforts, and results. They must be helped to learn basic study skills and then should be expected to assume responsibility for following through on assignments, spending enough time on each task, mastering the subject matter, and demonstrating competency. Such accountability increases the learner's sense of power, enhances self-esteem, and

demonstrates an expectation and the reality of success, rather than failure.

- **A SUPPORTIVE ENVIRONMENT**. All youth need a structured, supportive environment in their everyday lives, but at-risk youth are frequently denied this necessity. If they are to learn effectively, some youth may need to be assured of child care for their children, or of the presence of an adult who cares. Also, they may require health services, adequate nutrition, transportation, and even income. These services require a high degree of cooperation among community youth agencies. Learning cannot occur when someone is worried about a child, or is hungry, ill or neglected.

- **THE IMPORTANCE OF SUCCESS**. For many disadvantaged youth, a sense of repeated failure may have damaged their self-esteem, reduced their sense of power, and eroded their expectations for achievement. These young people need learning experiences that ensure them a high probability of success.

- **LEARNING AND WORK**. The capacity for learning remains an essential ingredient of effective youth programs. Without the ability to read, write, calculate, think, and cope with rapid change, youth are certain to wind up in dead-end jobs. Youth themselves need to understand this important connection between learning and employability. Increasingly, success in the workplace demands mastery of higher order skills. When young people learn to learn, they can move from job to job as their abilities, needs, and desires — and the imperatives of the work-place — dictate.

- **THE HEART OF THE MATTER**. All youth have a right to understand their heritage as human beings and citizens. Whether from poor

families or rich, they need a sense of the people and achievements that have fashioned the world and their country. The core curriculum of the schools should include exposure to the multi-cultural traditions of this country and others. Basic learning skills are not enough; a high core of substantive knowledge is essential.

THE COMMUNITY CONTEXT

- **THE IMPORTANCE OF COLLABORATION**. Programs for youth are most effective when there is collaboration with various community institutions: religious, civic, and business organizations, as well as the schools. Dropouts are recruited most effectively in their own neighborhoods by community-based organizations and staffs. Program-community links help to ensure programs stability and coordination of services. Such linkages help give community leaders a stake in the success of the programs in terms of better-prepared, entry-level employees, reduced welfare costs, and more involved citizens.

- **ASSURANCE OF MEANINGFUL EMPLOYMENT**. Program-community collaboration can cement motivation by demonstrating the connection between learning and meaningful employment. Community involvement in youth programs can help in two ways: employers learn that youth can be effective workers, and the programs learn from employers what they need.

- **EMPLOYABILITY SKILLS**. Job-getting and job-keeping skills are vital. Job-changing skills are also important because young people who may need to leave a current job, need to do so in a responsible manner.

- **PROGRAM EVALUATION AND REVIEW**. Periodic assessments should evaluate all program procedures as well as specific outcomes to find out what works and what doesn't, both for individual participants

and for the overall program. This information can be used to make program improvements and to demonstrate effectiveness.

STRATEGIES FOR SUSTAINING SUCCESSFUL PROGRAMS FOR HIGH-RISK YOUTH

Effective programs have common elements that can increase chances for success and stability. General elements of effectiveness follow:

- **Programs should offer multiple options and comprehensive services. Problems of high-risk youth have many causes. Therefore, piecemeal approaches won't work.**
- **Programs should not require infusions of complex support personnel. Use of existing resources and mobilization of local people as agents of their own change are most effective. Program efforts should be directed to coordination rather than to replication of available services.**
- **Programs should have effective mechanisms for finding and building local leadership, rather than relying on the occasional charismatic leader.**

New programs usually threaten existing status and power relationships. Programs likely to succeed should be built in the following stages:

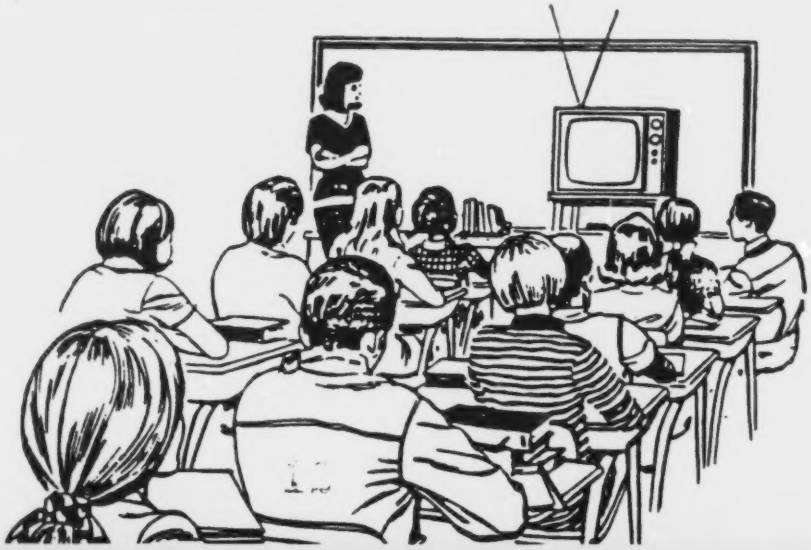
- **Program developers should select a program site with willing personnel.**
- **They should create positive preconditions for change by increasing staff awareness and knowledge of the program.**
- **They should provide incentives and build supports into the system to sustain personnel.**

CONCLUSION

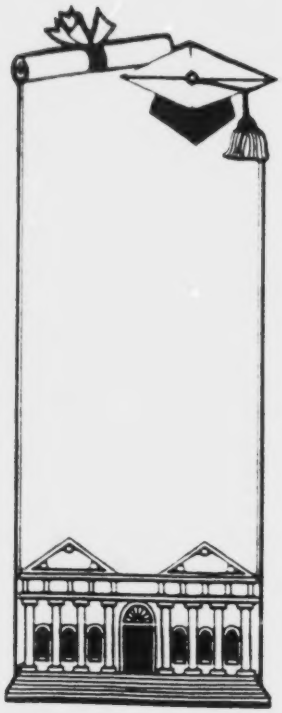
- **If program benefits are long-term and not immediately apparent, intermediate incentives and rewards should be made available to participants to help them maintain motivation over the long-term.**

Research on effective youth programs shows that almost all young people can benefit and achieve when the foregoing elements are in place. Such programs should be targeted to youth and take their differing needs and abilities into account. Indeed, many existing programs seem to serve youth well. Young people from more advantaged backgrounds can and do acquire the skills they need to succeed in work and in society from parents, friends, acquaintances, and the resources available in their environment. Programs aimed at these youth only need to be refined to make them more effective.

At-risk youth, however, often lack the opportunities and the adult role models available to their middle class peers. Both the schools and training programs should target special increased assistance to these high risk groups, especially dropouts and economically disadvantaged minorities. These are the students who register the greatest individual gains from training and whose program participation results in the greatest cost savings to society.



4. DROPOUT PREVENTION PROJECTS IN ALBERTA SCHOOLS



This chapter describes dropout prevention projects in Alberta high schools. The listing is based on two Alberta Education publications:

- **"Summary of Funded START Project Proposals," January 1991; and,**
- **"Profiles of Twenty-one Dropout Prevention Programs in Alberta Schools," June 1991.**

In many cases the projects are at a very early stage and implementation may vary greatly from these brief descriptions compiled in the summer of 1991. However, the major purpose is to assist in developing a network of Alberta educators concerned with dropout prevention programs. Updated materials from Alberta Education may be obtained by contacting Policy & Evaluation Branch, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (427-8225).

1 Mentoring: Support-a-Student Bowness High School, Calgary

Teachers, administrators and the counsellor at Bowness High School in Calgary noticed a number of students who were at risk of dropping out but felt little could be done to address their needs. After some thought, staff were asked to volunteer as mentors. In all, 22 volunteered, including administrators, teachers, and one member of the support staff. A list of students at risk of dropping out was compiled by staff. The list was prioritized by a steering committee and 22 students were selected. Criteria used included attendance patterns, how the students applied themselves in class (including an inability to concentrate or a propensity to disrupt), and any other factors interfering with the ability to perform in school.

The original intention was to have mentors meet at least 15 minutes once a week with their student. Most mentors have been generous with their time—some have gone to movies on the weekend with their student, and others have shared their personal hobbies. Since most mentors volunteered for the role, there was a tendency to give over and above what was required.

Students will have the same mentors next year. Contact during the summer will depend upon each party's wishes. Once a student does better academically, the "contract" is terminated and a new student enters the program.

Implementation involved a steering committee meeting for two hours to develop the program and another few hours to select the students. Time is required to distribute students' timetables to respective mentors. Permission slips are given to mentors which allow them to remove their student from a class during their spare. This has not posed any problems regarding class disruptions.

Inservicing mentors on how to interact one-on-one with students is undertaken. Adults comfortable working with groups may have difficulty with this more intimate type of interaction. Strategies on building trust between mentor and student are discussed. For example, one method which builds trust while eliciting information from the student is to tell the student what the mentor is most afraid of. Trust thereby becomes mutual. The aim of these strategies is to establish meaningful interaction and learn about those problems affecting the student's performance.

Finally, the mentor and student must discuss what the relationship between them will be to avoid confusion and unwarranted expectations.

A luncheon has been held twice, with a third likely in June, to support and reward the mentors for their efforts. These luncheons also provide mentors an opportunity to compare their experiences; how the relationship has grown over time, why a mentor cannot seem to make any progress with a student, etc. This interaction between mentors plays a significant role in emotionally supporting the mentors.

With regard to discipline, mentors are asked not to become involved. They may advise the student of their options but are not to be involved. For example, the principal's student spent the first two weeks thinking he could do almost anything by using his mentor's authority as a threat against teachers. This problem was resolved once the student realized the principal would not intervene.

Both students and teachers were asked whether they had any preferences regarding who they were paired with. Most did not.

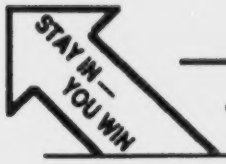
Participants

Any adult working in the school is eligible to be a mentor. Currently, the community has not been asked to participate. This may change next year as Bowness High School is considering getting involved in a business partnership, and administrators may ask employees to volunteer as mentors.

To date parents are not involved in the program to any extent. Parent feedback has been very positive and they have noticed attitude changes in their children.

Cautions

It is essential that mentors volunteer to participate if a mentoring program is to work. Mentors must sincerely want to learn about their student's life and be willing to share their own. This raises the problem of building genuine relationships over relatively short periods of time.



New mentors can have difficulty relating to students on such an intimate level. Hence, it is important to have support and reinforcement available to mentors. Regular luncheons provide mentors an opportunity to relate experiences and offer advice and support to each other. Also, a meeting held before the start of the year is useful to explain the roles of mentors to teachers who are not able to mentor, as they must also understand the role of the mentors and be willing to work with them.

It was noted that occasionally it may not be advantageous to keep students in school at any cost. A small minority of students may have to leave before they can come back and finish.

Finally, the ethnic background of a child can be important in the choice of a mentor.

Evaluations

Having begun in September 1991, the program does not have any concrete results to date. Thus far 21 of the 22 students have stayed in school. The one student who dropped out had numerous interviews with his mentor, who finally recommended that he drop out. His parents, however, wanted their son to continue meeting with his mentor, with the result that the student intends to return next September, now that certain personal problems have been dealt with.

For information: Ken Huber, Assistant Principal, Bowness High School, 4626 - 77 St. N. W., Calgary, AB, T3B 2N6. Telephone: 286-5092. Fax: 247-6869.

This mentoring program is similar to the one in Bowness. Counsellors

2

Mentoring: Adopt-a-Student
Forest Lawn High School, Calgary

in the junior high feeder schools forward the names of students at risk to the Forest Lawn counsellor. Criteria used to identify students include failing one or more grades, poor attendance, suspensions, and student talk of dropping out. The program gives students an adult to contact in the school. Mentoring occurs for a semester at which point the counsellor meets with the student and determines if he or she wants to stay in the program. Most do stay.

Any adult in the school is free to become a mentor. Parents and other community members are not involved in the program Unlike Bowness High School, Forest Lawn does not intend to offer mentorships to adults in the community, primarily because of the extra demand involved in co-ordination.

It was suggested that the person responsible for the mentorship program be visible in the school. Such visibility is important in promoting the program within the school. The person must also be willing to go out and involve new staff in the program.

It was found that the more involved the mentors are, the more successful the program is. Involvement includes a genuine caring for the students, though mentors are not expected to dig too deep regarding personal problems, unless the student volunteers the information.

For information: Vitus Dubauskas, Assistant Principal, Forest Lawn High School, 1304 - 44 St. S. E., Calgary, AB, T2A 1M8. Telephone: 272-6665. Fax: 272-1072.

3
Young Mothers Centre
Fort McMurray Public School District

This program targets young mothers aged 13-18, providing them six months of schooling from a classroom within the local hospital. It can accommodate 12 young mothers at any one time, and as many as 18 during the course of a year. The program has been in place for seven years.

The program is oriented towards maintaining the regular curriculum with special attention to core subjects. Each student follows an individual program plan during her stay. Junior high students work independently on core subjects using regular course textbooks to complete assignments. Students in the high school program generally complete courses through the Alberta Correspondence School. In addition, students are exposed to parenting strategies through a five-credit Personal Life Skills course. Pre-natal, nutritional, and post-natal care classes are offered by Public Health Unit staff. Staff from Social Services and Legal Aid hold question and answer sessions for the students.

Given the critical time these students are experiencing, the district feels that educational and community support can make a positive difference in the lives of both the young mother and her child. Expectations of students in the Young Mothers program are somewhat different than in the regular school program, e.g., late penalties are waived for morning sickness.

The program is attempting to set up a network of mothers who would offer young mothers support. The network would include former young mothers and single mothers who could offer sympathy and advice.

Participation

Students may enter the program at any time of the year. The only prerequisite is a letter by a physician confirming the pregnancy. Students from other districts may attend once a tuition agreement has

been signed between the boards. Tuition is charged per day since there is no guarantee students will stay for an allotted period. Students may stay for a total of six months before and/or after birth.

The teacher and a full-time aide run the program. They must co-ordinate with each student's subject teachers if curriculum continuity is to be maintained. The two staff also provide counselling to the young mothers and their parents. Parents play no formal role in the program.

The District provides transportation to the hospital. Depending upon residence location, the school will provide city bus passes or a school bus.

Evaluation

The program has been successful in allowing students to maintain their schooling for at least a year. Unfortunately, the district does not have any day care facilities despite the fact that a growing number of the girls are keeping their babies.

For information: Leigh Anne Willard, Supervisor of Student Services, Fort McMurray Public School District, 9401 Franklin Ave., Fort McMurray, AB, T9H 3Z7. Telephone: 743-3705. Fax: 743-2655.

4
Young Mothers & Day Care
Lethbridge Public School District

Lethbridge is currently implementing a program to meet the needs of its young mothers. It will offer special classes and services for pregnant students and a daycare for young mothers. The program has two key objectives. The first is to prevent young mothers from dropping out, and retrieve those mothers who have already dropped out, and have them complete their diploma. The second is to provide parenting skills, to make these students better able to cope with their demanding circumstances. An important benefit of the program is that it will provide work experience to IOP students wishing to work with children.

Unlike Fort McMurray Public, Lethbridge has opted to offer classes in a school setting (Allan Watson). Consideration was given to using off-campus space but the expense of renovating to meet fire and safety codes was deemed too great. Given the highly specialized nature of day care centres with their numerous regulations and guidelines, the district decided to have a private day care operator run the program, however. The program will serve 10-12 students beginning next fall.

For information: Bruce Stewart, Associate Superintendent, Lethbridge Public School District, 433 - 15 St. S., Lethbridge, AB, T1J 2Z5. Telephone: 327-4521. Fax: 327-4387.

5
AADAC Peer Support Program

The Alberta Alcohol and Drug Abuse Commission offers assistance to teachers and counsellors interested in establishing a Peer Support program. Peer Support trains students to offer support to fellow students. The program may be formal, with an office available for students to drop by when in need. Or the program may be informal, in which students interact with their peers and are available to listen and offer support as needed. Other Peer Support programs include a "Buddy system," which pairs older students with new students to offer the new students help. The objective is to train students to be able to help peers and to plan and implement activities which have a positive impact on the school.

Through consultations, workshops, and resources, teachers and counsellors can learn how to organize and facilitate a Peer Support team. An important component involves consolidating support in the school for the program. Occasionally, some staff are skeptical of the program and wary of the idea of students "counselling" other students. However, it is clear that young people almost always turn first to friends for support. The Peer Support Program uses this fact and trains

students to be good listeners, rather than advice givers. When serious issues arise students are trained to make referrals.

Resources

- **Training retreat: a one- or two-day event where teams begin training and build rapport as a group.**
- **Weekly team meetings. The program structure will vary depending on the needs of the school and team.**
- **Some start-up funding may be available through AADAC.**
- **Community and staff support for the program.**
- **Peer Support Teachers Resource and Peer Support Designing Interpersonal Skills by AADAC.**
- **Peer Counselling Starter Kit from the University of Victoria.**
- **Real Friends by Barbara Varenhorst (1983).**

Participants

Students identified by their friends, teachers, or themselves as having natural helping qualities volunteer for the program. As one student explained, "I always liked helping people — it's my nature. I understand myself and I wanted to help other students understand themselves."

Cautions

Staff should be aware that students in the program cannot simply be the elite students. Including a cross-section of the student population serves to reach to the greatest number of students.

It is important that staff support the program for it could quickly be undermined if not taken seriously.

A strong program needs time to develop. A suggested 3-6 months of planning is recommended to ensure that the program gets off to a good start. Plan to involve at least two facilitators, to ensure responsibility

for the program is shared.

For Information: Consult your local AADAC Office.

6
Re-entry
Spruce Grove
Composite H. S.

The Fresh Start Program gives students who have dropped out another chance to achieve their diploma. Every student in the program attends the Fresh Start class first thing every morning. This class tries to teach the students skills necessary to succeed in school. The course offers the students opportunities to improve study habits and conflict management skills, to discuss career planning, to share their experiences with each other, and daily contact with one adult from the school.

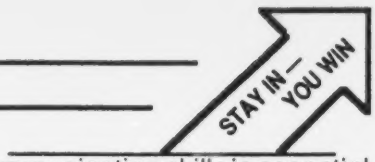
A counsellor is assigned to these students, and a structure to monitor them is in place. Consideration is being given to putting in place a teacher-advisor system and a peer counselling program. In addition, the school may have these students talk to at-risk students in the junior high schools regarding their dropout experience.

Participants

Re-entry is conditional upon the student adopting a full course load at the start of the term, maintaining a good attendance record, and a monthly progress report is sent home for parents.

The teacher works with the students every day and must be capable of meeting the diverse needs of these students. The counsellor works with the students once a week during class time, monitors attendance behavior, and maintains contact with the parents.

Parents are involved in the intake meeting and are highly supportive of the school's efforts. They are made aware that progress reports will be arriving monthly. However, there is no organized role for parents in the program. Finally, no community agencies are formally involved.



Cautions

Again, a skilled teacher with excellent communication skills is essential for the program's success. The program can be very demanding of the teacher. There is a need to isolate the teacher from the Fresh Start students during the school day, otherwise the teacher's free time can quickly disappear with the numerous demands placed by the students.

The school must insist that all re-entry students enroll in the Fresh Start program.

Evaluation

The program has witnessed improved attendance, attitudes, and achievement. Of the 18 students enrolled in September of the first year, 14 (78%) were still attending in April.

At one point, administrators had included students at-risk of dropping out in the Fresh Start class, but the attempt to expand the program did not work as hoped. The program did not seem to meet the needs of at-risk students as well as those who had dropped out. Maturity or the experience of being a dropout may be the difference between the two groups of students.

For information: Ron Anton, Principal, Spruce Grove Composite, 1000 Calahoo Rd., Spruce Grove, AB, T7X 217.
Telephone: 962-0800.

7
The Alternative High School Calgary

Established in 1974 by parents, the Alternative High School is likely the oldest alternative school in the province. In 1975, the Calgary Board of Education assumed control of the school and has watched it evolve over the last 16 years. Currently 120 students are attending grades 10 to 12.

The school tries to impress upon its students that they are responsible for their own education. This principle manifests itself in a number of ways. Perhaps the most obvious is through the democratic decision-making process.

General meetings are held every Friday and each student and staff has a vote. The meetings are student run using a simplified "Rules of Order" to structure the meetings. Student chairs rotate each week, providing many students an opportunity to chair over the course of the year. The chairing arrangement rotates by mentor group with each group responsible for providing a chair and secretary as decided by the members of the mentor group. Motions are posted on a "motion board" before the previous Tuesday, giving all students an opportunity to see what will be discussed in the upcoming meeting. Amendments are undertaken at the meeting. Just about anything may be debated and decided at the general meeting. Money, discipline, smoking areas, and other school policies are all open to debate. For example, the school sends students to a number of educational conferences each year. Which conferences get school funding are decided at the general meetings. Students also decide which speakers will be invited to the weekly speakers forum. Curriculum, grades, tests, and staffing are the only restrictions on debate.

Student apathy towards these weekly meetings exists but the problem is no greater than is typically found with other types of meetings. Regardless, students are expected to attend the weekly meetings, not

to work on school work or to take a break. This democratic process gives the students a sense of ownership and has virtually eliminated problems of discipline and vandalism.

The sense of freedom found in the school is exemplified by the ability of students to paint the walls and their lockers. The school supplies the materials for this exercise. This practice has led to debates at the general meeting over the question of censorship and one's individual right to expression. Students come to realize that one person's expression may offend others and decisions generally fall on the side of discretion. Hairstyles and clothing are not regulated either. Although in regular schools many of these students were often the "marginal students" who felt it necessary to rebel or be different to express identity, they come to realize that all students at the Alternative School are different yet each has equal input into the decision-making process.

Resources

The Alternative School occupies a former elementary school. Extra resources are required for a lower staffing ratio (12:1) since these students need more support. Due to the independent nature of the students, the school has cut back on formal class time to allow for more individualized and one-on-one study. The only other resources are two small buses used to take students on numerous field trips.

Participants

The school is for students who are bright but who do not do well in the regular school environment ("square peg in a round hole" philosophy). The students tend to be more independent minded, which occasionally creates problems in the more rigid regular school system.

Cautions

Given the untraditional nature of the Alternative School, one should be aware of possible opposition from the regular system. Often regular schools see themselves being indicted as incapable of meeting the needs of their students.

Evaluation

The program is thought to work well primarily because the school treats its students as capable of being responsible. Dropouts continue to be a problem, but it is improving. Estimating the number of dropouts is difficult since students are allowed to take a semester or more off and come back. This gives them time to resolve urgent personal problems or to earn money. Students may "drop out" two or three times before they finish their diplomas, or drop out altogether.

For information: James Hoeppner, Principal, The Alternative High School, 5003 - 20 St. S. W., Calgary, AB, T2T 5A5. Telephone: 287-9500. Fax: 287-9485.

8
An Alternative School, Red Deer

North Cottage High School provides an alternative setting and educational process for students whose needs have not been met by the regular high school. This school works with a maximum of 26 students who have average or above average academic abilities and are between the ages of 16 and 18. Students who can reasonably be expected to succeed in a regular program are not normally considered for placement in North Cottage High School. Students who are admitted must have indicated a desire to be back in school and are expected to work for their diplomas. A strong attendance policy helps to ensure that those students who are not serious do not disrupt the others.

Two teachers and an aide use individualized instruction and computer managed learning to teach core academic subjects. Subsequently, not many options are available to the students, though vocational subjects can be taken at the regular high school. Staff must be flexible and committed to the alternative high school and its methods. They must also be confident in a number of subjects at many levels of student competency.

Participants

A number of community agencies are involved with North Cottage. The Health Unit provides both instructional and medical resources and the RCMP Community Liaison officer visits the school on a regular basis. Youth workers are also frequently involved as several students have been supported by independent living programs Finally, weekly speakers from the community are invited to address educational, personal, and social issues.

Evaluation

The school has successfully graduated students over the last two years. Other students are completing credits.

For information: Mr. R. Burrows, Principal, North Cottage High School, 5704 - 60 St., Red Deer, AB, T4N 4R3. Telephone: 346-2479, 342-270. Fax: 347-8190.

9 Alternative Community Education High River

This is a program for students with severe attitude and behavioral problems, ages 13 to 17 years, who can no longer function in a regular school setting. The program focuses on anger management, communication skills, relationship skills, problem solving skills, life skills, social skills, and academics. The objective is to integrate the student back into either the regular school system or the workforce.

The program is currently housed in a former small engine shop. The office space is used for classroom activities while the shop allows for painting, repairing small engines, etc. Because the site also serves as the school bus compound, students in Alternative Community Education (ACE) spend some time cleaning the buses as well.

The program took two to three months to put together. Now in place for three years, it serves 12 students. The key to its success was building strong relations with community groups and agencies. The school board felt that the students were the problem of the whole community, not just the school.

Participants

To enter ACE, students must make a presentation to the placement committee in which they demonstrate a desire to change their behavior and attitudes. In addition, the parent(s) must commit 4-6 hours a month to evening sessions which deal with anger management, communication and strategies to cope with children. Very few parents have declined to participate.

The placement committee is comprised of a chairman and secretary from the school division and three directors from Family and Community Support Services (FCSS). In addition to the students' and parents' presentation, a referring agency also presents their arguments for placement in ACE. The referring agency can be anyone, e.g. a school, medical doctor, RCMP officer, probation officer, social worker, etc.

A full-time teacher and a youth counsellor run the program. The youth counsellor has extensive experience working with delinquent children. Together they work with Social Services and any other agencies which may have involvement with the students.

Cautions

The capabilities of the instructor are crucial to the success of the program. The teacher must be flexible and have an understanding of why the students behave as they do. The teacher must also be capable of using a variety of teaching methods to reach the students. Finally, the teacher's philosophy must be in accord with the philosophy of the school.

Students must come to realize that placement at ACE is a very serious move on the part of the school board, which fully expects them to change during their stay. Otherwise students and their parents can expect a long life of frustration and incarceration. It is also made clear that students are not allowed to "veg out" while at ACE: They must ultimately go back to the regular program or leave.

Evaluation

The program has had 75% of participants return either to the "normal program" (i.e. regular schools, special education, or vocational education), or into the workforce. Successful integration implies the students behave as expected. They are now able to solve their problems before they erupt into major crises, thereby reducing the disruption in their lives and the lives of others around them.

For information: G. R. Porter, Assistant Superintendent, Foothills School Division, Box 400, High River, AB, T0L 1B0. Telephone: 652-3002. Fax: 652-4204.

10
Junior High Alternative Program Spruce Grove Composite High School

This program offers 15 junior high school students an environment which may give them sufficient time to deal with intense personal problems. Many students in the Alternative Program are "incorrigible" and can no longer function in a regular school. The intent of the alternative school is to integrate the students back into the regular school once they have dealt with their problems.

Though aimed at junior high school students, the program is administered by Spruce Grove Composite High School. Students spend half a day on individualized studies in mathematics and language arts, are offered career development, and discuss current events. The remainder of the day is spent on work study. The program is run out of leased space in the city's industrial park.

With the exception of the placement interview, parents are not directly involved with the program. However, parents realize that this program will be the last hope for their children and try to support their efforts.

The teacher makes frequent contact with various community agencies as many of the students are their clients. The students' needs also require involvement of a counsellor.

The program's ability to reach the students is ultimately dependent upon the capabilities of the teacher. The demands placed on the teacher require that a teacher aide be available and that the teacher have time away to rejuvenate. Finally, the program requires that one or two staff from the home school compile information on the student to fully inform the program's teacher. This information will free up some of the teacher's time.

Many students who would otherwise have dropped out are completing grade 8 and 9, or staying in school until age 16. Some students go on to high school. Spruce Grove Composite is considering putting in place a transitional unit for these students.

For information: Ron Anton, Principal, Spruce Grove Composite High School, 1000 Calahoo Rd., Spruce Grove, AB, T7X 217. Telephone: 962-0800.

Summary of Funded START Project Proposals

11
Calgary Public School District

Three schools in Calgary public will receive funding:

- **Louise Dean School**

  Louise Dean School is for students who are pregnant or young mothers. Funding will be used to hire a child care worker for the child care centre they wish to open. Students will receive training in parenting skills within the Infant/Toddler Learning Centre and will also participate in a career planning program with work-site placements.

For information: Ruth Ramsden-Wood, Louise Dean School, 2105 Cliff St. S. W., Calgary, AB, T2S 2G4. Telephone: 228-3112.

- **Pineridge Community Project**
  Clarence Sansom Community School

  Funds will be used to hire a project co-ordinator and three ESL career assistants, and to train the assistants. Strategies include support for ESL students in completing assignments and dealing with day-to-day situations, ESL parent sessions in their first language, development of a new course on career exploration with field experiences, job shadowing opportunities, job skills training, inservice for teachers, and encouragement for students to participate in extra-curricular activities.

For information: Heather A. Rourke, Community School Curriculum Co-ordinator, Pineridge Community Project, Clarence Sansom Community School, 5840 - 24 Ave. N. E., Calgary, AB, T1Y 6G4. Telephone: 293-2953.

- **Shaughnessy**

The proposal is for computer assisted reading and math literacy instruction for 20 students in the Integrated Occupational Program and a social worker to provide support. Parent meetings, support from guidance counsellors, job shadowing and mentorship with the Calgary West Rotary Club, and formalized networks with the Sarcee Band Counsellor and Calgary Police Services Youth Detail are also proposed.

For information: Jim Barnes, Principal, Shaughnessy High School, 2336 - 53 Ave. S. W., Calgary, AB, T3E 1L2. Telephone: 243-4796.

12
County of Parkland

Each school with at-risk students in grades 6 to 9 will use a process of community and parent involvement to decide the most critical needs of their students and will choose from a selection of modules to respond to them. Service modules to choose from include student sessions, parent sessions, teacher inservice, peer support, and mentorship. A research project and resource directory are also proposed. Funding is provided for a co-ordinator, substitute teachers, camp fees, peer support costs and related costs.

For information: John E. Arnot, Deputy Superintendent of Schools, County of Parkland #31, 4601 - 48 St., P.O. Bag 250, Stony Plain, AB, T0E 2G0. Telephone: 963-8419. Fax: 963-2980.

13
County of Smoky Lake

- **H. A. Kostash School**
- **Vilna School**
- **Waskatenau School**

Funding is provided for a co-ordinator/counsellor, a second counsellor,

teacher substitutes, inservice, peer support, and lease of a computer and software. Strategies include peer support and training of students for this role, student mentors, incentives, teacher peer support (i.e., the School-Wide Assistance Team, or SWAT), career information, work exposure, short term work placements, counselling, liaison with families and teacher inservice.

For information: Bart Eisen, Director, Student Services, County of Smoky Lake, No. 13, P.O. Box 310, Smoky Lake, AB, T0A 3C0. Telephone: 656-3730, 424-7103. Fax: 656-3768.

14
High Level Public School Fort Vermillion School Division

A teacher will be provided for a junior high support room to help students keep up with assignments and preparation for tests. A co-ordinator will organize a volunteer parent program, liaison with social services, the Parent Advisory Committee, Native Friendship Centre, AADAC and others, business support (Adopt-a-Classroom, using school references in hiring, questioning students on business premises during school hours), peer support, and counselling.

For information: Perry Moulton, Vice-Principal, High Level Public School, P.O. Bag 1600, High Level, AB, T0H 1Z0. Telephone: 926-3706.

15
Lakeland Catholic Board of Education Assumption Junior-Senior High

Funds are provided for a teacher/co-ordinator, a classroom assistant and an after-school and evening tutor. Among the strategies proposed are: developing a strong sports program with parents, teachers and students involved, field trips to centres outside the community, leasing a van for extra-curricular activities, guidance for parents on how to help their children with school work, teacher inservice, school staff committee for at-risk students, developing an action plan for community

involvement, encouraging evening use of school facilities, providing tutorial assistance after school and in the evening twice a week each at Elizabeth Settlement and at Cold Lake First Nations.

For information: Henri P. Lemire, Deputy Superintendent, Lakeland Catholic Board of Education, P.O. Box 6310, Bonnyville, AB, T9N 2G9. Telephone: 826-3235. Fax: 826-7576.

16
Project Connections Lethbridge School District

A project co-ordinator will chair a steering committee with members from parents and students and community stakeholders for four schools:

- **Allan Watson School**

  The Allan Watson IOP strategies include a child care program and a youth worker to help find solutions to attendance problems, establish a buddy system and other forms of support.

- **Gilbert Paterson Community School**

  Gilbert Paterson will provide a youth worker to help with attendance and homework, tutors, peer counselling and work exposure for students.

- **Hamilton Junior High**

  Hamilton Junior High will use a program co-ordinator, tutors, peer support program, incentives, parent support and community service options.

- Wilson Junior High

  Wilson Junior High will add to their ESL program for 100 students with a project co-ordinator to orient all new students to the school and provide support for students with attendance problems, their parents and those needing additional help with ESL.

For information: Bruce R. Stewart, Associate Superintendent, Lethbridge Public School District No. 51, 433 - 15 St. South, Lethbridge, AB, T1J 2Z5. Telephone: 327-4521. Fax: 327-4387.

17
Life Values Society for Effective Education

This small private school outside St. Paul will receive funding for a counsellor/parent liaison/truant officer, part-time secretary and office space.

For information: Ken Jones, Secretary-Treasurer, Life Values Society for Effective Education, Box 1453, St. Paul, AB, T0A 3A0. Telephone: 645-4490.

18
Northland School Division

Northland will receive funding for two Native cross cultural facilitators, each of whom will serve students, staff and parents in two communities, and associated travel and inservice. Four schools will be selected. Other strategies proposed include school newspapers, life planning, and mentors.

For information: Ms. Cora Weber-Pillwax, Northland School Division No. 61, P.O. Box 1400, 9809 - 77 Ave., Peace River, AB. Telephone: 624-2060. Fax: 624-5914.

NOTES

5. SELECTED DROPOUT PREVENTION PROGRAMS

This chapter presents a broad variety of dropout prevention programs described in the research literature. The central purpose is to outline existing programs to provide ideas for your school's STAY IN—YOU WIN initiatives. The major sources for the programs in this chapter are:

- ***Students at Risk: Problems and Solutions,*** **American Association of School Administrators, 1989.**
- ***A Survey of the Use of Technology with Students at risk of School Failure,*** **Agency for Instructional Technology/ Canadian Education Association/National School Boards Association, 1987.**
- ***What's Promising: New Approaches to Dropout Prevention for Girls,*** **National Association of State Boards of Education, 1987.**
- ***A Brief Review of Recent Literature on Early School Leaving,*** **Alberta Career Development & Employment/ Alberta Education, 1990.**
- ***Student Retention and Transition: A Selection of Program Models,*** **Ontario Ministry of Education, 1990.**
- ***Profiles of Partnerships: Business-Education Partnerships that Enhance Student Retention,*** **Conference Board of Canada, 1991.**

Criteria for selecting programs to be described in this chapter were:

1. **Applicability to Alberta Senior High Schools.**
2. **Balance in the different areas of dropout prevention.**
3. **Diversity of approaches currently being used.**

Six "Best Strategies"

overhead 4.3

While studying the kinds of approaches being used elsewhere in Canada and the United States it will be helpful to bear in mind the information on student profiles presented in Module Two and these six "best strategies" suggested by the U.S. Department of Education in consultation with a group of superintendents.

1. **Intervene early:** Signs that a child is at risk of having academic difficulties can appear even before he or she starts kindergarten. Therefore, educators must monitor the academic and social progress of children carefully and early — and provide special help before years of academic failure have eroded a youngster's self-esteem and left him or her woefully behind in school. Helping children develop competence and confidence in their ability to learn is a good way to instill a desire to learn and to prepare for a lifetime of learning.

2. **Create a positive school climate:** Evidence strongly suggests that this is perhaps the best way educators can encourage students to stay enrolled and to learn. Good schools possess strong leaders who stress academic achievement, maintain an orderly and disciplined environment, and work with staff to instill positive values and self-confidence in students.

3. **Set high expectations:** Research consistently shows that educators who expect students to maintain high standards for attendance, academics, and behavior get more in return. However, expectations must be realistic, and at-risk students must receive the support they need to meet them.

4. **Select and develop strong teachers:** Teachers exert tremendous influence in students' education and attitudes toward school. Therefore, a concerted effort must continually be made

to select and train good teachers who are sensitive to the needs of at-risk students.

5. **Provide a broad range** of instructional programs to accommodate students with diverse needs. A pregnant 12-year-old and a habitually truant 16-year-old require different forms of assistance and cannot always be expected to benefit from the same program.
6. **Initiate collaborative efforts** to develop and administer dropout prevention programs. Schools, communities, churches, and families all influence what and how much students learn as well as whether or not they attend school. Hence, jointly planned and administered programs are often needed.

In grouping these selected dropout prevention programs we have kept the organization as simple as possible. This is because your STAY IN—YOU WIN strategy will be eclectic and involve a diversity of sub-projects to meet the needs in your school. You may wish to "mix and match" from the programs listed here or develop your own innovative approaches. To help with this process a set of STAY IN—YOU WIN program planning charts are included as Chapter 6 in this module.

For organizational purposes the selected programs are grouped into four sections:

A. General
B. Technology
C. Girls
D. Business Partnerships

The "General" category explores the broader type of initiatives that deal with self-esteem, mentors and parent involvement. "Technology" is included because it plays a key role in effective implementation in the academic area; and "Girls" is included as a separate section because of the relatively recent recognition of the need for special policies and programs for young women. "Business Partnerships" recognizes the increasing Canadian awareness that the quality of education provided to young people will have a major impact on future industrial competitiveness. The business-education partnerships profiled are examples of initiatives specifically targetted to at-risk youth.

A few examples involving kindergarten, elementary and junior high schools are included so as not to lose sight of the K-12 context in which the child lives its school life.

The Clemson University Paper included as an overview in module one may also be helpful. These projects stress the importance of a holistic approach and emphasize the need for planning to be integrated carefully.

A. GENERAL

19
Focus On Prevention Binghamton, New York (Enrollment: 6,055; K-8)

"The guiding principle is one of prevention now rather than treatment later...." — Frank J. Cleary, Superintendent

At the heart of Binghamton, New York's efforts to stem the tide of dropouts is a series of programs strategically placed between infancy and grade 8. The district's bet is that early and comprehensive intervention programs will help youngsters stay in school and succeed.

The intervention programs include:

- Parents and Children Together (or PACT). A parent education program that focuses on parenting skills needed with infants and toddlers. It is open to all parents with children to age three. Central activities for parent and child include visits with parent educators, group meetings, workshops, a lending library of books and toys, and referral information for medical and health problems.

- Binghamton School Partnership Project. Aimed at developing strong school ties for parents of youngsters in pre-K through grade 3. A basic goal is to promote the belief that all children can learn through encouragement and positive reinforcement. Another is to prevent school difficulties at the earliest possible level. this is a joint program conducted by the State University of New York at Binghamton and the Binghamton City School District.

- Effective Parenting Information for Children (or EPIC). A district-wide program that helps parents of children in pre-K through grade 5 develop their parenting skills. Includes activities for both

parents and children to help them develop their communication skills. There are workshops for parents, teachers, and support staff in how to help students develop self-esteem; and there are referral services. The district is planning a follow-up program for adolescents in grades 6 through 8.

20
Use What You Have in Place
Brown Deer, Wisconsin (Enrollment: 1,800; K-12)

Proliferation of new programs is not always the answer. Much of what districts have in place can be effective if schools direct these resources toward all disaffected students.

The plan of service for at-risk students in the Brown Deer, Wisconsin, school district illustrates the principle that districts often can use what they already have. And what a district itself may not have in place may be available from a nearby district.

Brown Deer school administrators are seeing to it that the following existing programs are used "to the utmost" for at-risk students:

- **A wide variety of vocational courses to meet many interest levels. At-risk students are assured that credits for these classes are counted toward graduation.**
- **Work experience in grades 11 and 12. Again, students at risk are given one credit per semester toward graduation.**

Self-pacing classes in grades 7 and 8. Faculty and staff are encouraged to bring into these classes all students showing academic deficiencies.

- **High school remedial classes in English, science, social studies, and mathematics. These courses fulfill graduation requirements.**

- **Tutorial programs for students experiencing difficulty in any of the high school courses. This is a student-tutor-student project that has proved useful for several years.**

Brown Deer administrators are accepting for credit at the high school level correspondence courses, night school courses at Milwaukee Area Technical College, courses in Milwaukee alternative high schools, and summer school courses offered by the Milwaukee public schools.

The district has also intensified its efforts and is making greater use of its long-standing plans for involving parents in dealing with at-risk students:

- **Parent conferences are held three times a year for students in grades K through 8, and two times annually for students in grades 9 through 12. Additional meetings are held any time at the request of a student, teacher or parent.**
- **When students perform below expectation levels, their parents are notified.**
- **Parents are also notified when students cut class or accumulate four detention marks.**

21
Mix the New with the Tried and True
School District 4J, Eugene, Oregon (Enrollment: 17,500; K-12)

Asked what they were doing for students at risk, administrators in School District 4J in Eugene, Oregon, came up with a list of more than 40 separate programs underway. Many of these programs represent ideas that have been around for years — such tried-and-true stand-bys as after-school and peer tutoring, night classes, an alternative high school, and cooperative work-study programs.

Other programs are less common among districts similar in size. Some examples:

- **The Mentor/Advocate Program pairs students at risk in several elementary and middle schools with adult volunteers — counsellors, teachers, or other staff members. The adults become "buddy," tutor, and role model for students who otherwise may not have such models in their lives.**

- **All middle schools have implemented a "refusal skills" curriculum in sixth grade its goal: how to say no to substance abuse, undesirable social behavior, and other potentially negative or harmful pressures and influences.**

- **Students identified as potential dropouts are granted one term to be "on leave" from school. During that term, they are introduced to job and alternative educational opportunities and, with their parents, are expected to attend counselling sessions. If they choose to return to school after the "leave," they do so with no penalty.**

- **A home/school instruction program provides academic continuity for students enrolled in a substance abuse intervention program at a local hospital. The district also eases their return to their home high schools through a phase-back service.**

- **A computerized period-by-period attendance system in each high school is used to inform parents by phone of student absences and tardiness.**

- **A parent trainer, employed by the district, helps parents experiencing difficulty with their children. The trainer works with individuals and small or large groups of parents and students.**

For information: Margaret Nichols, Superintendent, Eugene School District 4J, 200 North Monroe St., Eugene, OR 97402. Telephone: 503/687-3481.

22

Academic Achievement May Save the Dropout Prince George County, Maryland (Enrollment: 102,146; K-12)

There is something distinctive about Prince George County's efforts to prevent dropouts and it is this: a conviction that the emphasis with at-risk students must be on academic achievement — that is, on helping the students earn passing, and more than passing, grades in mathematics, English, science, and social studies. It is in this framework that three county high schools (later expanded to five) began in 1985-86 an experiment known — and widely extolled — as Project SUCCESS.

This is not to say that guidance, counselling, development of self-esteem, and supportive services for students are overlooked. They are not, Prince George County officials say. But the project's major objective is improving student achievement and student gains in their grade-point averages.

Project SUCCESS looks for students who are underachievers or defined as "at risk." The search begins in the eighth grade, with teachers identifying students who are not earning a 2.0 grade-point average and whose standardized test scores are low. Some students who emerge as candidates for the program also have poor attendance records and a history of discipline problems. However, most students are selected simply because they are not working up to their potential and "are in danger of falling through the cracks." Some 760 students in five high schools were enrolled in the 1987 project.

SUCCESS teachers work in teams of four (English, mathematics, science, and social studies) and get together frequently for planning sessions They offer a variety of teaching methods and styles and use a variety of teaching media. But the emphasis is on mastering basic skills and subject matter. Classes are limited to 20 students. For every 100 SUCCESS students, the high school provides a computer lab. A wide range of enrichment activities and field trips are scheduled for

each SUCCESS group. Tutorial assistance is available as needed for all students.

"The program works," says Donald Murphy, project co-ordinator," "and its success is evident whether you look at the improvement in the grades of SUCCESS students, their records of attendance, or drop in tardiness or suspension incidents."

23
Concentrate: Don't Scatter Your Shots
Toledo, Ohio (Enrollment: 43,682; K-12)

A close look at one of Toledo's major dropout prevention efforts, Circle of Support, shows that the principle behind its success is concentration. "We decided not to scatter our shots," says Craig Cotner, the official responsible for planning the project. "We concentrated on one high school and focused our efforts on preventing the early leaving of 20 students and on getting 20 students who had already left to return. this concentration, plus the close attention of Circle of Support staff paid off in the first year of operation and is paying off during the second year."

Identification of the 20 potential dropouts was relatively easy. Reaching those who had already left school required a promotional effort in which the two main ingredients were word of mouth ("We want you back if you haven't got your high school diploma....") and a postcard campaign to early-leavers. The approaches worked.

Once enrolled in the Circle of Support, students are served by a team of specially selected teachers and occupational specialists, who are responsible for ensuring that each participating youth receives his or her prescribed social, academic, and job-related services. Serving alongside this team are four Circle of Support leaders, each leader giving concentrated attention to no more than 10 potential dropouts or 10 actual dropouts.

Work with each student begins with the signing of a "contractual agreement" between the student and the Circle of Support leader detailing the school and work responsibilities of all parties. Circle of Support leaders see to it that each student gets the academic work required for graduation and the opportunity for employment, with the jobs provided by the Toledo Area Private Industry Council. During the time students are in the Circle of Support, they are also assured frequent counselling and, where necessary, welfare, health, and parenting assistance.

24
Increase Study Skills, You Can Lower School Failures
Liberty, Missouri (Enrollment: 3,926; K-12)

Faced with a failure rate of almost 15 percent in its senior high school, Liberty Public Schools in Missouri has established a Study Skills Program (SSP) for students whose academic problems are chronic and long-term, as well as for those whose problems are of more recent origin.

School district officials trace the origins of SSP to this conviction: "We know that failure rates drop when teachers voluntarily tutor students after regular school hours. But after-school tutoring is restricted by the ability and willingness of both students and teachers to work beyond regular hours. That is why the program's designers settled on a flexible, multi-faceted intervention program during the school day." The program includes:

- **A tutorial study hall in which students may enroll for instructional units in emotional and academic development, as well as for the assistance they need in mainstream classwork.**
- **Alternative classes in required subjects in which student failure rates have been highest.**

The major goal of the program, according to its designers, is to help students toward personal adjustment and academic success. "We want to stimulate their motivation by helping them succeed." The program is staffed by a co-ordinator, alternative class teachers, an aide, and peer tutors. It is also served, but not full-time, by an administrator, counsellor, the building principal, and mainstream teachers. The SSP classroom is equipped with a computer and printer, as well as tape recorders, filmstrip projector, and calculators.

Students are referred to the program by parents, counsellors, teachers, or administrators; or they may enroll on their own. Placement decisions are shared by the administrator, counsellor and co-ordinator. Students who have failed one or more classes are divided according to different needs: those with long histories of academic problems, and those whose problems are short-term academic difficulties that appear to require only "hurdle help." Alternate classes are limited to 15 students.

Teachers were involved in planning SSP. A team of administrators and teachers observed similar programs in other school districts. Teachers serving as department heads, together with counsellors and administrators, determined the target population and program structure. Inservice on the program for all teachers offered an initial faculty-wide presentation and departmental meetings through the school year.

Said one district official: "We hope that having mainstream teachers involved in the program will encourage them to incorporate into their regular courses those alternative practices that prove successful in the SSP. Eventually, we may be able to phase it out."

The program was initially supported by a grant from the Missouri State Department of Education.

For information: Stephan E. Butler, Assistant Principal, Liberty Public Schools, 14 South Main St., Liberty, MO 64068. Telephone: 816/4541.

25
Adding Family Therapy Can Help Chronic Offenders Lexington, North Carolina (Enrollment: 3,085; K-12)

The truancy rate among the first 12 students in the alternative program for middle school students in Lexington, North Carolina, dropped from 367 aggregate days in 1984-85 to 10 in 1985-86. The involvement of those 12 students with local courts, frequent and widespread before the program, fell to one court appearance for one student during the 1985-86 year. All of the students demonstrated at least minimal grade-level mastery of instructional materials. All 12 were promoted to the next grade.

With those accomplishments in place, Richard L. Thompson, then superintendent of the Lexington City Schools, described to AASA colleagues at the 1987 convention the alternative program for selected students in grades 6 through 8. The program designed for 12 to 15 chronic offenders per year, combines classroom activities with family therapy.

Staffed by a full-time family therapist, a certified special education teacher, and a teacher assistant, the classroom component is patterned after William Glasser's Schools Without Failure and William Purkey's Inviting School Success. Its goals are to:

- **Provide academic and social experiences at which students can succeed**
- **Fulfill needs of students "to belong"**
- **Enhance each student's feeling of worth through structured educational activities**
- **Challenge students at their own levels of achievement**

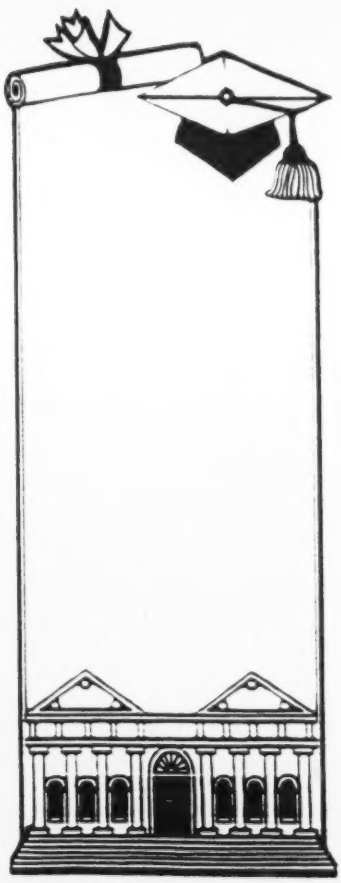
The students' families are expected to support school attendance and academic efforts, to improve their parental skills and discipline, and to resolve problems within the family — and they are shown how to do so.

Well defined steps lead students to participation in the program:

- **Referral by regular faculty members**
- **Documentation of evidence that a youngster indeed qualifies for the program**
- **Staff consultation on candidates and subsequent selection and admission of students**
- **Notification of all parents who have been contacted, with alternative referrals for those whose children are not admitted to the program.**

Once a youngster is admitted, instruction is individualized daily, primarily through learning contracts. All work is ungraded. In place of grades, formal feedback to students stresses successful performance. Regular classroom meetings, moderated by adults, encourage students to express their thoughts and feelings and to resolve common problems, such as discipline. Audiovisual presentations and outside speakers — including juvenile court officials, social workers, and counsellors — cover such topics as running away, sexual abuse, and early pregnancy, as well as friendships and fun.

"Perhaps remembering their own unhappy school experiences," said Thompson of the parents whose children are in the program," many of them devalue education in the face of their own children's troubles." That is why, he continued, "staff members try to encourage parents to build pride in their children's accomplishments rather than to perpetuate past anger and disappointments." Biweekly letters from the teacher and weekly visits by the therapist communicate appreciation to parents



for their efforts in improving the academic and social behaviors of their children.

It is also important to establish cooperative relationships with resource people in the community to secure services that students need," Thompson said. "Such people include social workers, court counsellors, law enforcement officials, church-sponsored relief organizations, civic groups, mental health personnel, and substance abuse counsellors."

Thompson attributed much of the success of the program to a "working relationship characterized by mutual respect for the knowledge, talent, and expertise of personnel, plus mutual belief in the effectiveness of alternative education and a commitment to serve these students rather than push them out."

For information: Lexington City Schools, P.O. Box 1068, Lexington, NC 27293-1068. Telephone: 704/249-8176; or Richard L. Thompson, who is new superintendent of the Tupelo Municipal Separate School District, P.O. Box 7005, Tupelo, MS 38802-7005. Telephone: 601/841-8850.

26
Occupational Courses Energize Students At Risk Redwood City, California (Enrollment: 6,712; K-8)

Sequoia High School accommodates a number of potential dropouts who are "energized" by the occupational courses offered them in cooperation with area industries and business companies. Mentors who are usually employees of these industries, help guide potential dropouts through graduation — often into jobs and post-high school courses.

The emphasis on training for jobs and informing potential dropouts about the world of work are features of the California Peninsular Academies Program as conducted at Sequoia High School (and in a

dozen other high schools in California). But what underpins these efforts is the "no orphan" principle.

How the principle operates is explained by the co-ordinator of the program at Sequoia High School: "By having the same teachers through their high school years, the students are able to establish a bond with a significant other. There are no orphans. We believe it is essential to assure potential dropouts that a core group of teachers will stay with them through graduation."

27
Letting Potential Dropouts be Tutors San Antonio, Texas (Enrollment: 61,168; K-12)

In San Antonio, potential dropouts develop their self-esteem by tutoring younger classmates. This is the claim, and apparent outcome, of an experiment carried on as part of San Antonio's Valued Youth Partnership. The Partnership is sponsored by the board of education in conjunction with Coca Cola, U.S.A. Here is how Dr. Alicia Salinas Sosa, a Partnership Co-ordinator, describes what is going on:

"Potential dropouts in the seventh and eighth grades and in high school are designated as tutors in math and reading. After going through training in tutoring skills, the upper-grade students are deployed to nearby elementary schools to work as tutors and teacher aides with younger, mostly Mexican-American youngsters. They earn an hourly wage of $3.65.

Why does the experiment work in deterring potential dropouts from leaving school? Because they are placed in leadership positions and taken seriously. The venture gives the upper-grade students a chance to get behind the teacher's desk. They get insight into the problems of dealing with young learners, they begin to feel responsible for their younger charges, and they often see concrete results of their work.

28
Call to Action — 4-H Clubs
Marion County, West Virginia (Enrollment: 10,990; K-12)

According to San Antonio officials, only 4 percent of the 100 tutors dropped out of school in 1986, compared to 45 percent of potential dropouts in the upper grades who were not in the program.

Marion County school officials determined that student activities, or lack of participation in school activities, is directly related to the dropout problem; and in 1987, introduced the 4-H program into each of the county's 32 elementary and middle schools housing grades 5 through 8.

"Four-H clubs for the high schools will be introduced later, after we've accumulated some experience in running these groups for elementary students," said Mike Call, co-ordinator of dropout prevention for the county. Co-ordinator Call expects the 4-H curriculum to be a potent factor in alleviating the dropout rate in the county. He and Superintendent John Myers have faith in the 4-H clubs as measures that will provide students non-competitive and successful learning experiences and "help students develop positive relationships with others."

Call goes beyond these two immediate goals. He and the district's teachers have agreed that 4-H groups could also meet the following objectives:

- **To improve the decision-making skills of youth.**
- **To provide training for successful participation in group activities.**
- **To improve the self-concepts of student. Marion County officials also look to a spinoff: They believe the 4-H clubs will encourage parents and other adults to share their time, skills, and talents with students and with the schools.**

During the first few months of 1988, the schools and the county 4-H organization worked out the procedures for the program. They agreed

that 4-H groups will meet at a site other than the classroom where and when possible. Students elect their own officers; and the officers, in turn work under the guidance of adult leaders. Students select their own project — which may range from photography to carpentry to dressmaking or animal husbandry.

Projects vary in length and complexity. Some are completed within the class period; others run for several weeks. Students get opportunities to conduct business meetings, to follow parliamentary procedures, and to guide projects to successful completion. School building administrators are expected to provide teachers and other staff members, as leaders, to schedule and co-ordinate activities and to assist in their evaluation. The County 4-H is expected to help recruit volunteer leaders from the community, provide for their training, and offer resources for student projects.

29
Remove Risks and Replace them with Skills
Lions-Quest Skills for Adolescence Program

Through a unique partnership between the world's largest service organization, Lions Clubs International, and a non-profit educational organization, Quest International, the Lions-Quest Skills for Adolescence Program has already had an impact on young people in more than 10,000 schools in the United States and Canada, 700 schools in England, and others in many countries. The American Association of School Administrators has, in conjunction with these two organizations, sponsored more than 140 institutes on early adolescence in the past few years.

The heart of the Skills for Adolescence Program, aimed at the young adolescents age 10 to 14, grades 6 through 8, is promotion of positive attitudes, values, and behaviors while stressing specific life skills and community service. Lions-Quest has shown that these things offer the best prevention against adolescent fallbacks on drugs, alcohol, or

negative behavior during this confusing period of physical and emotional growth.

The program can be offered independently or taught within existing classroom courses, including language arts, social studies, and health classes. It can be taught in 18 weeks or take several years. The units, 45 minutes in length, are:

- **Entering the Teen Years: The Challenge Ahead**
- **Building Self-Confidence Through Better Communication**
- **Learning About Emotions: Developing Competence in Self-Assessment and Self-Discipline**
- **Friends: Improving Peer Relationships**
- **Developing Critical Thinking Skills for Decision-Making**
- **Summing Up.**

For information: Lions-Quest Program, 537 Jones Rd., P.O. Box 566, Granville, Ohio 43023-0566.

30
Project DARE
A hands-on program

Project DARE is an innovative program designed to prevent substance abuse through education. Begun in 1983 in Los Angeles, California, the program has been adopted in school systems in 34 states throughout the nation, and in Germany, England and Japan.

DARE (Drug Abuse Resistance Education) uses a curriculum model developed by education specialists that focuses on providing accurate information about alcohol and drugs; teaching decision-making skills; building self esteem; providing ways to resist negative peer pressure; and offering alternatives to drug use for elementary school students. Called a "hands-on" program, it is taught by highly trained uniformed law enforcement officers from the state police force who are assigned

full-time to classroom duty. The officers come to one school building for 17 consecutive weeks to present a lesson for fifth graders.

In the classroom there is constant interaction between the students and the instructor, which reinforces the above goals. With the classroom teacher present during these lessons the overall goals continue to be pursued after the police officer is gone. The students are encouraged to participate in group activities and decision-making strategies, and are constantly reminded of ways of dealing with peer pressure.

Project DARE can be co-ordinated on a limited level or statewide. A local police department can work with one school or all schools in a district. Or the state police department can work, as is done in Michigan, with a statewide advisory board representing youth service agencies.

For information: Sergeant Joseph Hanley. State Co-ordinator, Project DARE, 714 South Harrison Road, East Lansing, MI 48823. Telephone: 517/332-2521, ext. 479.

31
An Alliance of Volunteers Battles Abuse
Strongsville, Ohio (Enrollment: 6,007; K-12)

"Alcohol is okay, drugs are bad.... What's wrong with a little joint now and then? ...We don't have a drug problem in our community...."

These statements reflected widespread public attitudes in Strongsville, Ohio — attitudes that educators had to combat as they sought preventive measures against student drinking and alcohol abuse.

Local public views seemed to ignore facts — at least as the views existed in 1986. In a presentation to the board of education in October of that year, John F. Cassily, in charge of Strongsville's pupil personnel

services, argued that student alcohol and drug abuse problems existed, not somewhere far away, but in Strongsville's own back yard. He pointed to statewide and county statistics that showed:

- **4 out of 5 Ohio secondary students had tried drugs.**
- **70 percent of students in grades 7 through 12 had used drugs at one time or another.**
- **The average age of first use for boys was 11.9 years; for girls, 12.7 years.**
- **Alcohol was used by 60 percent of seventh grades.**
- **87 percent of high school seniors drank alcoholic beverages; 41 percent consumed them regularly.**

Impressed with the facts and arguments, the board of education approved Project CARE (Chemical Abuse Reduced by Education). The city government later joined in the effort by naming and paying for a half-time community task force co-ordinator.

"Project CARE is a volunteers' program," Cassily said. "School staff members volunteer their time. Community groups and private citizens also contribute their resources without cost.

Cassily has spelled out five goals for the program:

- **To heighten community awareness of the local drug/alcohol problem.**
- **To stimulate discussion and action.**
- **To reinforce student decisions against drug/alcohol abuse.**
- **To develop an identification and referral system for suspected abusers.**
- **To develop a support system for staff, students, and parents who must cope with dependency or dependency issues.**

Project CARE has its origin in a "Statement of Concern about Drugs and Alcohol" issued by the Greater Cleveland School Superintendents Association in November 1979. Since then, programs have been adopted in 137 school districts in 15 countries for which Cleveland is the hub.

The volunteers responsible for carrying out Project CARE within the Strongsville schools include 84 administrators, teachers, and parents who are organized into teams at district levels, secondary and elementary levels, and within each school building. They develop programs of prevention, intervention, and support and sponsor activities as varied as KISS groups (Kids in Stressful Situations); Teenage Institute (self-help, self-growth); Aftercare Support groups; and "Just Say No" sessions for students grades 4 through 6. Topics and concerns discussed by students in these groups may include nutrition, physical strength, personal feelings about families and peers, what's right, and what's wrong.

Immediate goals for further development of Project CARE in the Strongsville schools include expanding services and staff, providing released time for staff who facilitate student group guidance, establishing an Ala-teen program, and promoting awareness training for board members and administrators.

Note: The United States District Attorney's Office for the Northern Ohio Region and the Association of Mayors and City Managers for Cuyahoga County, Ohio, have recommended use of the Strongsville model throughout Ohio. A free videotape on the model and consultant assistance in setting it up are available.

For information: John F. Casily, Co-ordinator, Project CARE, Strongsville City Schools, 13200 Pearl Road, Strongsville, OH 44136. Telephone: 216/238-2650.

32

Adopt-a-Student
Atlanta, Georgia
Los Angeles, California

33

Example 1: Atlanta, Georgia

Business volunteers are paired with low-achieving (i.e. the bottom quartile who had few or no post-high school plans) junior and senior students. The "mentors" encourage the students to finish high school and to develop post-high school career plans. The premise is that the adult volunteers help students think concretely about their future employment, identify their occupational interests, and take steps to get a job that matches these interests. This is achieved through weekly meetings with students in which the mentors share activities ranging from tutoring to attending basketball games. They also attend monthly job preparation workshops together. Since the consultant-student relationship can be difficult to foster, resulting in varying degrees of contact, the program's co-ordinators decided to begin the program in the second semester and continue it for 18 months, thereby providing more time to develop the relationship.

Evaluation: 92% graduation rate (compared to 84% for comparison group); 93% job placement or post-secondary education enrollment rate.

Example 2: Los Angeles, California

Similar to a Detroit program, this pairs potential dropouts with two or more teachers, counsellors, or other staff members. The program is designed to give students someone they can talk to, who will follow up on their problems, and who can let them know someone cares. Consequently, the adults call students when they are absent, help them with homework assignments, encourage them, talk with their parents, and reward them with weekend outings. Unlike Detroit, community volunteers were not mentioned as a source for mentors.

Evaluation: Of the 125 high-risk students adopted last year, only four dropped out (3.2%).

34
Adopt-a-School

This model proposes that local schools be adopted by community organizations (e.g. businesses, industries, unions and service clubs). Each program serves the needs of the particular school and activities include tours of company facilities, co-operative education programs, tutoring by company employees, career education days, and the provision of equipment to the school.

35
Alternative Schools Ontario / Atlanta, Georgia / Southern Massachusetts

Example 1: Ontario

Alternative schools are designed to accommodate people who are not comfortable in the regular school system. They allow students to "be directly involved in determining the program and philosophy of their school... [to] set their school's agenda.... If a student says he wants a course in politics, [the board] says, "Okay, find five other students who also want the course and we'll find a teacher."

The objective is to let students work at their own pace: "Here you work on your own and the faster you work, the faster you get your credit. In effect, the teacher gives you a contract to do work." This is facilitated by the small size which prevents students from getting lost in the numbers and the reduction of the number of rules, distractions, and interruptions (e.g. school announcements, student body meetings).

Although alternative schools are primarily big-city experiments, some smaller Ontario communities have tried alternative programs.

36

Example 2: Rich's Academy, Atlanta, Georgia

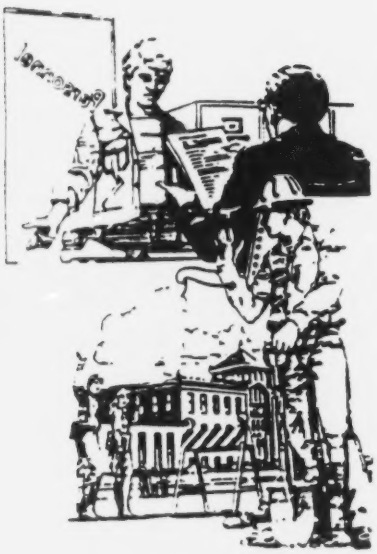
This is an alternative high school located in Rich's department store in downtown Atlanta whose objective is to motivate students to attend

regularly and to acquire the confidence and skills that will help them get their diploma. Teachers at Rich's are from the public school system and courses must follow system guidelines.

Being in a department store exposes the students to the routines and rigors of the workplace. For example, like any employee at Rich's, students are sent home if they are late. While at Rich's they have the opportunity to develop personal relationships with assigned employees, who volunteer with tutoring and other one-on-one interactions, and to be employed part-time. In addition, parents are encouraged to participate and attend conferences held at Rich's.

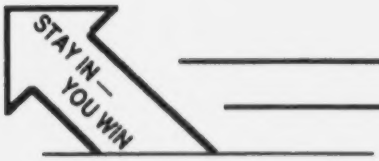
Evaluation: Results show a gain of approximately one grade level annually in reading and math. 70% of the students graduate, 15% return to regular high school, and 15% are expelled or drop out. The students attending are comprised of former dropouts and at-risk students.

37



Example 3: Comprehensive Vocational Program, Southern Massachusetts

This regional alternative school serving a rural, economically depressed area involves individual academic instruction with emphasis on math, reading, science, and social studies, pre-employment training, educational internship, vocational and personal counselling, and a physical education program. Each student participates in three academic courses and two occupational training periods a day. Students are divided into groups of ten according to occupational interest and they stay with the group throughout the program to develop peer-group relationships. Students with advanced occupational and social skills are scheduled for limited unpaid internships.



The occupational programs include computer maintenance and repair, word processing, horticulture and agriculture, distributive education and grounds maintenance. The first four are operated as small businesses, providing management and customer relation skills.

Evaluation: 85% have graduated or been mainstreamed back to their regular schools and students have improved both their attendance rates and test scores.

38
Work Orientation Workshops (WOW)

Work Orientation Workshops (WOW) is a program funded by Employment and Immigration Canada. The program is aimed at youth aged 15 to 17 who are considering dropping out of school. The intent of the program is to convince these youths of the importance of a secondary education in finding a rewarding job. The workshops are tailored to the needs of the individuals, but usually consist of some life skills coaching, interview skills, and career counselling.

The program operates through local sponsoring organizations who hire local "trainers" to oversee the youth in the project. Most projects start with 10 to 11 youths. The trainers are responsible for finding two work placements for each of the youths and for leading the two to three workshops that take place over the duration of the summer.

39
The Boston Compact

This is a city-wide approach that brings together the resources of the schools, business, university, community agencies and unions. The Compact is a formal, objective-based agreement between the relevant community parties that stipulates the contributions each will make to improve education performance, school attendance, and post-high school opportunities as follows:

- **Schools agreed to reduce the dropout rate 5% annually, and to increase test score performance of its graduates.**
- **Boston's largest corporations agreed to sign up to 200 local companies into the program and promised to give priority hiring status to a specific number of graduates, and to increase the number of summer jobs for in-school youths (i.e. non-dropouts).**
- **The colleges agreed to increase the enrollment rate of Boston graduates by 25%, and**
- **Unions pledged openings in apprenticeship programs on condition that the schools offer union-designed training curriculums.**

Evaluation: After seven years, the goal closest to being achieved is the employment rate of graduates. Some progress has been made on improving attendance and academic achievement, but the dropout rate remains unchanged. While increasing their efforts, participants realize that the hoped-for changes could take a decade or more to occur.

40
Dropout Prevention Program
New York City

The program has made a contract with community-based social agencies to establish teams of four or five human service workers within each participating school. Acting in the social work tradition, team members act as case managers for at-risk students who are referred to them by other school personnel or who come of their own initiative. Services provided by the teams — either directly or through their links to appropriate assistance agencies within the community — include crisis intervention, family counselling, economic and social counselling, help with psychological or emotional problems, and advocacy within the school or community.

As Dr. Victor Herbert, superintendent of the New York City Dropout Prevention Program, explains it:

> **"The case management approach is very important for at-risk students who are known to have a very difficult time establishing one-on-one relationships with adults. By providing concrete help in dealing with institutions and relationships that seem remote and threatening, case managers model a trusting adult-teenage relationship which boosts self-esteem and self-knowledge.**

41
An ABC Approach to Learning Sault Ste. Marie, Ontario (Enrollment: 36)

The Adult Business Co-op targets re-entry students aged 16 or over, and is designed to serve adults who do not have a diploma, and who are not currently in the work force, but have indicated a desire to upgrade their keyboarding skills in order to re-enter. To be eligible, students should have some knowledge of keyboarding or typing. Special features of the program are:

- **Experience on the IBM computer and WordPerfect**
- **"Hands-on" experience in the workplace**
- **Personal skills development**
- **Interview experience**
- **Flexible timetabling**
- **Transportation allowance**

It is a three-credit (half-day) program. During the first five weeks, students learn the IBM WordPerfect software package and develop the interpersonal skills that will help them function effectively in the workplace. They spend the remainder of the semester working in an office-placement position within the community, and return to the classroom once a week for further instruction.

For information: (1) Ora James, Sault Ste. Marie Board of Education, 644 Albert St. E., Sault Ste. Marie, Ontario, P6A 2K7. Telephone: (705) 945-7111. (2) Alexander Henry High School, 232 Northern Ave. E., Sault Ste. Marie, Ontario, P6B 4H6. Telephone: (705) 945-7179.

42
The Basic Level—An Alternative Approach Brantford, Ontario (Enrollment: 74)

The program targets students enrolled in basic-level courses, and provides instruction in basic communication, time management, and social skills through curriculum units that are integrated into the subject disciplines. Through appropriate teaching strategies and assessment techniques, the program strives to improve students' self-esteem and to reduce the risk of dropout. Special features:

- **An integrated curriculum across subject areas**
- **Teaching strategies and evaluative techniques that take into consideration the affective state of the student**
- **Academic subjects timetabled in the morning**
- **Reinforcement of life skills and time management in all subject disciplines**
- **Teacher-student contacts that are personally rewarding**
- **Teacher-initiated and committee-driven.**

The program exists within the framework of a non-semestered (traditional) secondary school, offering cross-curricular instruction to students who have previously encountered difficulties. Curriculum units in business, math, science, and English that focus on life skills and social skills (thematically organized) have been developed to encourage communication among teachers and to reinforce in students a recognition of how all subjects "fit together" holistically. The program boasts a low pupil-teacher ratio and regular in-class contacts.

For information: (1) Mike Schertzer, Principal, Brantford Collegiate Institute and Vocational School, 120 Brant Ave., Brantford, Ontario, N3T 3H3. (2) Mary Lou Mackie, Committee Chairperson, Brant County Board of Education 349 Erie Ave., Brantford, Ontario, N3T 5V3. Telephone: (519) 759-3210.

43
Career Information Centres Niagara Peninsula

The Career Information Centres provide a support service to guidance departments in both the public and separate school boards of the Niagara Peninsula. Since school guidance departments often find it difficult to collect and maintain sufficient materials to meet the needs of secondary school students, the centres specialize in career information — from pamphlets to videos and computer programs about job opportunities, wages, post-secondary programs, apprenticeship programs and future career trends — ensuring that the information is as up-to-date as possible. Guidance teachers refer students to the centres and use the materials as a resource for themselves and for teachers in the subject disciplines.

In this way, each centre is able to serve approximately 2500 students per year. Some special features of the service are:

- **1100 primary occupations and 3000 related job opportunities stored in a simple-to-use computer**
- **Programs highlighting career information for specific groups (e.g., "Women in the Workplace," and "The Handicapped in the Workplace")**
- **A library of video cassettes about specific careers.**

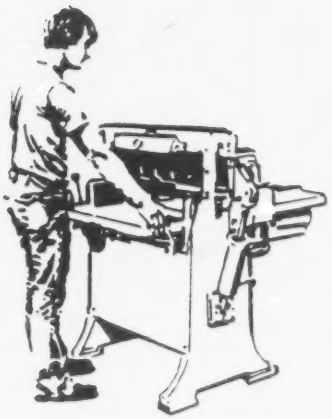
For information: David Wiebe, Niagara Peninsula Industry-Education Council, 4751 Drummond Rd., Niagara Falls, Ontario, L2E 6C8. Telephone: (416) 356-9383.

44
Dropouts/Returning Dropouts Project Kanata, Ontario (Enrollment: 35)

This program provides an alternative learning environment within the traditional high school setting as a means of retaining both potential dropouts and students who have recently dropped out, but returned to school. It targets students aged 14 to 17, especially those whose English and mathematics skills are in need of improvement. Special features of the program are:

- **Segregated learning environment**
- **Low pupil-teacher ratio**
- **Use of Independent Learning Centre materials**
- **Co-operative education component during part of the day**
- **Emphasis on teacher as mentor.**

The model that was established in 1988 called for a teacher in each school to be placed in charge of a segregated learning environment, in which he or she would be responsible for co-ordinating the academic programs of up to ten students. Thirty-five students participated in the program.



If at all possible, the students were not segregated from their regular classes in subjects in which they were meeting with success. Otherwise, they spent the mornings with the project teacher in the segregated setting, working on a one-to-one basis on academic credits, with materials supplied by the ministry's Independent Learning Centre (ILC). Although the focus of the program is remedial work to correct math and language difficulties, students can elect to work on courses such as history and geography in the alternative setting as well.

The program combines the earning of academic credits during part of the day with a co-operative education placement in the afternoon (generally three or four hours a day). The expectation is that a typical

student will earn from three to five credits through the ILC program (which the project teacher monitors, coaches and evaluates), and an additional two to three credits through co-operative education. Many students take the NGD 3A/G Career Development guidance course prior to their work placement.

Feedback from school principals and guidance personnel supports the view that an alternative learning environment within a school provides the kind of flexibility that is critical to meeting the needs of at-risk students.

For information: (1) Bruce Curry, Special Assignment Teacher, A. Y. Jackson Secondary School, 150 Abbeyhill Dr., Kanata, Ontario, K2E 7E6. (2) Carleton Board of Education, 133 Greenback Rd., Nepean, Ontario, K2H 6L3. Telephone: (613) 721-1820.

45
Individualized Study Program Sault Ste. Marie, Ontario (Enrollment: 200)

The program focuses on providing alternatives to the regular structured day for students who are not able to function successfully in the traditional classroom, students in obvious danger of losing one or more credits and of dropping out, as well as students who wish to return to school after short or long periods of non-attendance.

The aim of the program is to reintegrate some 200 students into the regular school program by maximizing their potential for success and providing a positive alternative to failure. It strives to maintain the students' contact with the school and to strengthen their bond with it. Special features:

- **Year-long, continuous, immediate access**
- **Independent credit courses supervised by teachers**
- **Flexible patterns: full- or part-time independent study,**

combined with regular classes when possible
- **Conducted in regular school setting to enhance involvement with school and peers**
- **Opportunity for students to continue and complete courses that they were previously unable to finish.**

For information: (1) J. V. Creco, Vice-Principal, Bawating Collegiate and Vocational School, 750 North St., Sault Ste. Marie, Ontario, P6B 2C5. (2) Sault Ste. Marie Board of Education, 644 Albert St. E., Sault Ste. Marie, Ontario, P6A 2K7. Telephone: (705) 945-7178.

46
Mentoring for Adolescents Burlington, Ontario (Enrollment: 20)

The program is designed to help students experiencing difficulty with the transition between grades 8 and 9. Students are identified for the program through a consultation process with feeder schools; and parents, teachers and students work co-operatively in helping students cope with a very difficult development period. All three parties receive support in the program. Special features are:

- **One student to one teacher-mentor**
- **Weekly meetings between student and teacher**
- **A support group for parents, teachers and students**
- **Special workshops for the three groups.**

For information: (1) Tony Cafazzo, Vice-Principal, M. M. Robinson High School, 2425 Upper Middle Rd., Burlington, Ontario, L7P 3N9. (2) Halton Board of Education, 2050 Guelph Line, P.O. Box 5005, Burlington, Ontario, L7R 3Z2. Telephone: (416) 335-3663.

47
Peer Helping/Human Relations Downsview, Ontario (Enrollment: 65)

This program is designed to assist a variety of students in grades 9 through 12, at the basic and general levels of study, who are having difficulty coping with their courses or with school life. This includes special needs students (handicapped), exceptional students (weak in language and math skills), ESL students, and non-exceptional students who need academic assistance.

The program was established in 1988 in response to a growing special education population and ESL enrollment. Special needs students, especially those who do not read and write, require a great deal of program modification and one-to-one instruction. The program has been very successful in addressing a wide range of concerns. Special features are:

- **Students work in a variety of settings (resource withdrawal room, regular classrooms, co-op, ESL classes, literacy courses, work experience components of Personal Life Management programs)**
- **Credit-earning program**
- **Flexible timetabling**
- **Evidence of improvement in students with behavioral problems who work with handicapped students.**

For information: (1) S. Kelly, Co-ordinator of Special Education, Metropolitan Separate School Board, 80 Sheppard Ave. E., Willowdale, Ontario, M2N 6E8. Telephone: (416) 393-5506. (2) Madonna High School, 20 Dubray Ave., Downsview, Ontario, M3K 1V5.

48
School-Based Support Programs for Student Retention Windsor, Ontario

This new program (Fall, 1989) is designed to identify and assist students who are at risk. Each secondary school creates a Student Retention and Transition Committee to identify students and organize plans of action that address their needs. Support is provided through

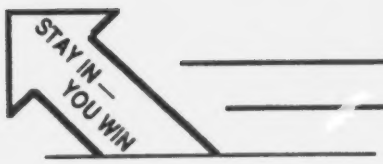
counselling and short-term alternatives to regular classroom learning.

Data analysis will be conducted over the next few years to determine whether the dropout rate is decreasing. A system-wide advisory committee made up of board administrators and teachers from each school will set the philosophy and give advice for the development and implementation of the action plans of individual schools.

Special features of the program are:

- **A possible continuous re-entry process/program**
- **Possible individualized programs in one or two subject areas for students re-entering at mid-year**
- **A possible life-skills course to include behavior modification and the setting of positive goals**
- **Counselling support by guidance teachers, social workers, and learning-support teachers.**

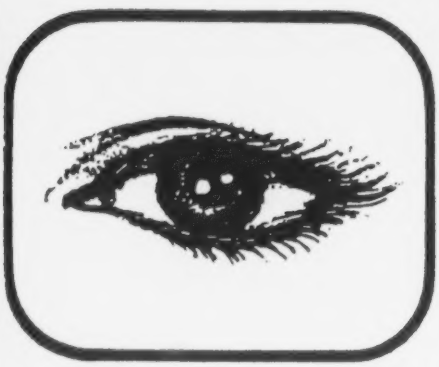
For information: (1) Michael J. Saffran, Superintendent of Operations, Board of Education for the City of Windsor, 451 Park St. W., P.O. Box 210, Windsor, Ontario, N9A 6K1. Telephone: (519) 255-3200.



NOTES

B. TECHNOLOGY

49
Basic Literacy Skills
Baltimore, Maryland



Responses of senior high school students who failed both the Baltimore City Public Schools Writing Proficiency Test and the Maryland State Department of Education Functional Writing Test revealed that most failed for two reasons: failure to respond to the exact demands of the assignment, and failure to revise and edit their work. Therefore, this program is designed to:

- **Improve students' ability to compose in response to a writing prompt**
- **Improve students' ability to revise their writing**
- **Improve students' ability to proofread their writing and to eliminate errors in the conventions of spelling, capitalization, punctuation, and use of standard English.**

This need is consistent with comments from employers and leaders in business and industry regarding the ability of students to respond to the demands of writing on the job.

Frederick Douglass and Southwestern Senior High Schools have been outfitted with 25 microcomputers and appropriate software for word processing. This equipment will be used throughout the program for all grade level students to compose, revise, and edit their writing.

The overall goal of this program is to improve the basic literacy skills of students who have already demonstrated their failure to master the skills necessary for success on a minimal competency test of functional writing skills. A corollary goal is to provide exposure to technology for students who heretofore have had little or no opportunity for such exposure.

For information: Sheila B. Holley, Educational Specialist, Baltimore City School District, 181 North Bend Road, Baltimore, MD 21229.

STAY IN — YOU WIN

50 Literacy Through Visual Media Program

The program targets students in grades 9-12 who are one or more years below grade level in reading. The program objectives are:

- **To motivate students who are not succeeding in the regular language arts program**
- **To provide opportunities for students to meet with and interview civic and community leaders**
- **To provide creative and challenging opportunities for students through interviews and other kinds of interaction with community leaders**
- **To provide opportunities to develop peer leadership techniques**
- **To train teachers and students to use media equipment and to develop media projects for use in CLA classes.**

Students in the visual media class work with students in the correlated language arts classes. They help the students with the filming after the CLA students have written and revised all scripts.

Students learn to use video equipment, to interview community leaders, to write scripts and to photograph their own city. They develop new insights about their own potential as well as an increased awareness of their community. Students do all written work to prepare for any filming.

Teachers work with community task force leaders to provide opportunities for students to meet with and interview community leaders.

Student projects include:

- **A campus television program that covers news, sports, fashions, school events, interviews with local or visiting leaders, and current teen problems**

- **Videos of interviews and dramatizations that cover such topics as the dropout problem, drugs and teenagers, and teenage pregnancy**
- **Videos of newscasts, dramatizations of events in Greek mythology, and other materials covered in the CLA classes.**

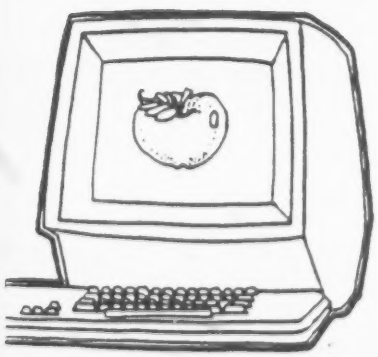
For information: Mary Howard, Director, Secondary Curriculum, San Antonio Independent School District, 141 Lavaca St., San Antonio, TX 78210.

51
Learning Assistance Centre Prince Albert, Saskatchewan

The Learning Assistance Centre teaches alternate learning strategies to students in grades 10, 11 and 12. Apple IIe computers and printers are used to teach learning strategies and to print essays. Some of the programs used are AppleWorks (word processing), and Word Attack (word identification and comprehension).

For information: Jim Kerr, Principal, Carlton Comprehensive High School, 665 - 28th Street East, Prince Albert, SK S6V 6Y8.

52
Math Computer Lab Jackson, Mississippi



During the spring of 1987 a computer lab of IBM PCjrs was installed in one of Jackson's senior high schools where scores on tests of basic skills indicated a critical need for improvement. The computers in this learning lab are used as a resource with low-functioning students who need additional time and instruction in order to perform at a level necessary to pass a test of basic skills.

Evidence substantiates the fact that students who use the computer with appropriate mathematics software show significant gains in test scores. Installing this lab in a senior high school for the purpose of

boosting students' skills in mathematics has provided a means of using computer technology as a vehicle to accomplish a task for which there was a proven need.

The IBM software that is presently used is such that a student can begin at his/her own particular level and progress at his/her own rate. The successful management of this program does require a skilled teacher who not only insures that students are working at the proper levels, but who can serve as a tutor to students experiencing difficulty. We felt that in no way could this program have the desired outcome without a teacher who possesses knowledge of teaching skills and techniques and could be trained to guide the students as they use computer software to work through lessons in their needed areas of improvement.

For information: Brooke Woods, Director of Special Projects, Jackson School District, P.O. Box 2338, Jackson, MS 39205.

53
A Remedial Reading Program
Brooklyn, New York

The target group is high school students who exhibit chronic truancy and have failed courses during the previous semester. Students in grades 1-8 who are one or more years behind in reading and mathematics, and may be of limited English proficiency.

Unisys/Autoskills uses the Icon, a computer specifically designed for use in the classroom, to deliver a remedial reading program by identifying, through testing, different subtypes of reading difficulties, and remediating the deficits with procedures specific to each type of difficulty. The premise is, that when oral reading skills, auditory-visual matching skills and visual matching skills become automatic, as measured by a level of rapid response time, a reader's full attention can be given to comprehension and true reading is more easily attained. Levels of accuracy and speed of response are automatically recorded

and at any time the test history, training history and profile analysis can be called up and displayed in tables and graphs.

For information: Irwin Kaufman, Director, New York City Public School District, 131 Livingston Street, Room 200, Brooklyn, NY 11201

54
Summer Youth Program / Learning Lab Remediation Program Kent County Voc-Tech School District, Delaware

The Summer Youth Program targets economically eligible in-school students between the ages of 14-17. It's overall objective is to remediate potential high school dropouts who are academically deficient. They are remediated in math, reading and language arts using the Comprehensive Competencies Individualized Computer-Assisted Program. By using this individualized education plan, the students will be able to increase their basic skills one to three grade levels in approximately 150 hours of instruction and return to school in the fall.

Electronic technology used to achieve these goals is the Apple IIe Computer (used with CCP Instructional Disks) and Project Direct Computer instruction through Department of Public Instruction.

For information: Sandra Keller, Program Co-ordinator, Kent County Voc-Tech School District, 205 Carroll's Plaza, Dover, DE 19901.

55
Assisted Study American Fork, Utah

The program targets dropouts and potential dropouts aged 17 or under.

It utilizes the Computer-Assisted Management Program developed by C.A.I. in Salt Lake City, Utah. Apple IIe is used to contain competencies, lists of instructional materials, test items, etc. Students are tested on competencies using the computer (it scores their tests), and grade and

credit are based solely on test scores. Competencies and test items are being standardized state-wide by adult programs but are also used in our district for younger at-risk youth. The next step is to add instructional videocassettes, videodiscs, and computer software to help students prepare for tests.

For information: Dr. Susan Stone, Director Community & Adult Education, Alpine School District, 50 North Center, American Fork, UT 84003.

56
Division of Interagency and Alternative Programs Montgomery County, Maryland

The program provides educational services for students in grades 9 to 12 in ten off-site residential and day programs. These are adolescents aged 13 to 18 who are not able to be maintained in school due to chronic truancy, seriously disruptive behavior, and problems induced by drug/alcohol abuse. Some are adolescents referred by the juvenile justice systems.

Instruction follows the Montgomery County Public Schools Program of Studies and curriculum guides in order that students earn proper credit toward high school graduation. In addition, basic skills are taught in math, reading, language arts, social studies, and science.

The most important aspect of the program is the active involvement of students in situations that require application of learning. A multimedia and experimental approach is used throughout the instructional program. Films, videotapes, slides, and computer software is utilized by all programs to reinforce skills and concepts. Visual and computer literacy skills are presented as thematic units. Each program has access to projectors, videocassette recorders, and an Apple IIe computer.

For information: Charles E. D'Aiutolo, Supervisor, Montgomery County School District, 850 Hungerford Drive, Room 232, CESC, Rockville, MD 20850.

57

Out of School Youth Program
Rialto, California

The objective is to provide students with a unique program in which they will be encouraged to return to either the comprehensive or continuation high school. Participating are 30 to 40 students between the ages of 15 to 17 who are not currently enrolled in a Rialto Unified School District program. Referrals come from the Child Welfare and Attendance Co-ordinator.

A student is required to attend four out of five days from 1:00 - 4:00 p.m. each afternoon, and complete an hour of homework each day. While in school the student spends approximately one and one-half hours with a teacher and one and one-half hours in our Controlled Data Computer Lab. Class time, computer time, and homework are all interrelated. Counsellor time is readily available. Parent support is encouraged.

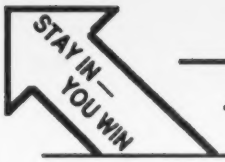
For information: Charlene DeBranch, Principal, Milor High School, Rialto Unified School District, 266 W. Randall Avenue, Rialto, CA 92376-6999.

58

REACH Program and Alternative Education Centre
Rialto, California

REACH is a dropout recovery program initiated by the Rialto Unified School District which is designed to "reach" into the community to locate dropouts and motivate them to return to the school system. It targets young people between the ages of 16 and 19 who are residents of the Rialto Unified School District and who have not attended an educational program for the preceding 45 school days. REACH involves students, parents and the community.

An Alternative Work Center has been established on the campus of Dr. John H. Milor High School. Students enrolling at the center are assessed to determine both academic and vocational needs. An Independent Study Plan is then developed.



The program is individualized so that students work at their own pace within a flexible schedule designed to meet their needs. Classroom computers or the Controlled Data Computer Lab on the Milor High School campus may be utilized. Progress is closely monitored throughout enrollment to help ensure success.

For information: Charlene DeBranch, Principal, Milor High School, Rialto Unified School District, 266 W. Randall Avenue, Rialto, CA 92376-6999.

59
Rebate
Dade County School District, Florida

Utilizing the Potential Dropout Profile, each secondary school has targeted 100 potential dropouts for intensive services determined by each school. A rebate of $50 per student is given for each student who remains in school until the end of the school year and demonstrates improvement in other criteria, e.g. attendance, academic grades, and behavior. Each school determines its own services, and some are videocassette and computer learning motivators.

For information: Dr. George Koonce,Jr.; Director, Department of Dropout Prevention; Dade County School District; 1450 N. E. Second Avenue, Room 733; Miami, FL 33132.

60
Student Support Services
Toronto, Ontario

Student Support Services is primarily a counselling-based program (both individual and group) for at-risk students in grades 9-13. But it also has a social skills, extracurricular, and recreational component to it. We utilize video cameras, VCRs, TV, cassette tape players, cameras, slides and 16 mm films to enhance the teaching/learning experience for our students. More specifically, these programs would relate to social skills development, understanding behavior, values clarification, family living skills, etc.

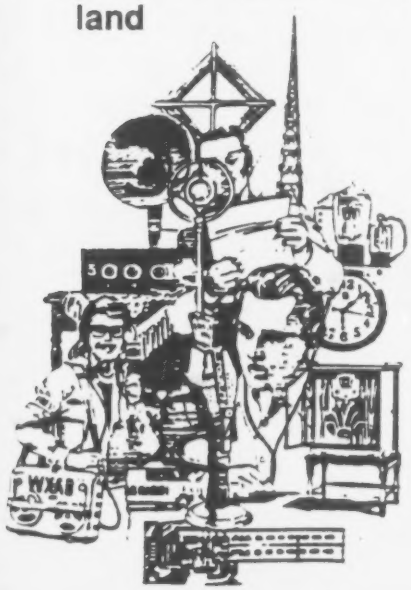
For information: Sharon Stratford, Supervisor/Senior Counsellor, George Harvey Collegiate institute, City of York School Board, 1700 Keele Street, Toronto, ON M5S 1V5.

61
Assertive Discipline / Training of Teachers in grades K-12 Dade County School District, Florida

Videotapes are used in conjunction with a school level trainer to train teachers in elementary, middle/junior, and senior high schools in Assertive Discipline classroom management/discipline techniques. The objective of the program is to provide the skills and confidence necessary for teachers to take charge of classroom behavioral problems, thereby creating a positive learning environment.

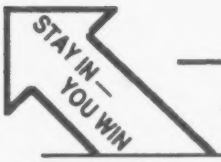
For information: Mrs. Gwendolyn Jennings Kidney, Executive Director, Dade County School District, 1450 N. E. 2nd Avenue, Miami, FL 33132.

62
Cable Television for Parents Montgomery County School District, Maryland



The Montgomery County Public Schools' cable television service is committed to providing programs in all subject areas that will aid teachers, parents, and community members in helping children succeed in school. One specific series, FOR PARENTS ONLY, is produced in cooperation with the Montgomery County Council of Parent Teachers Associations and deals with topics of critical importance to the success of the at-risk group. The cable television service provides an opportunity for parents to be involved actively in the production and dissemination of information critical to those adults who must deal with children who have problems. Programs are videotaped and are available on VHS cassette.

For information: Mr. Harry Swope, Television Program Specialist, Television Services, Montgomery County School District, 850 Hungerford Drive, Rockville, MD 20850.



63
Continuation Education Los Angeles Unified School District, California

Continuation Education is a program of completely individualized instruction and extensive counselling designed to serve those high school students whose needs are not met in the regular school program. These are students who are at least 16 years of age and are irregular attenders, achieving below capability, insubordinate, disorderly, and/or have demonstrated poor adjustment and are not successful in the regular school program.

A continuation school provides a small campus setting and low student-teacher ratio. Contracts and other methods of instruction allow students to begin a course at any time, to proceed at their own pace, and to receive credit upon completion of coursework. Students who have a history of failure are provided with an opportunity for success which reinforces positive self concept.

The role of electronic technology: 38 basic math lessons on computer have been developed for use by students in their individualized instruction program. Lessons in other subject areas will be developed. An electronic resource center (central data base) has been set up and through telecommunications, continuation schools can access all current contract coursework materials on disk at the electronic resource center. Videocassette programs are used for instructional and counselling purposes. Instructional television is used as a learning resource.

For information: Dan Doane, Project Director, Los Angeles Unified School district, Amelia Earhart High School, 5355 Colfax Avenue, North Hollywood, CA 91601

64

Early Identification Program Greeley School District, Colorado

District Six, in cooperation with Weid County Human Resources Department, has developed a computer system, the Early Identification of Potential Educational Discontinuers (EIPED) which will be capable of identifying students from grades K-12 who have a high likelihood of discontinuing school, and tracking prevention and intervention strategies implemented in the schools to address individual student needs. There are seven data categories which will provide a profile of students at risk: sex, ethnicity, family status, achievement, attendance, suspensions, and mobility. Each category will be weighted based on the Fred Holmes Student Analysis System.

A confidential report is generated by the school which contains a listing as well as a detailed individual report on those students who are at greatest risk of discontinuing.

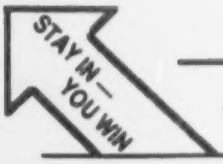
For information: Virginia Guzman-Fagg, Co-ordinator of Alternative Education Programs, Greeley School District #6, 811 - 15th Street, Greeley, CO 80631.

65

Elementary Guidance/ Secondary Guidance Dade County School District, Florida

All elementary and secondary school students have access to the services of a guidance counsellor. The priorities of the school guidance program focus on the at-risk students as they are identified by various criteria.

The guidance program in the schools uses electronic technology to document services being provided for the at-risk students. The Student Case Management System (SCMS) allows administrators and providers of student services an opportunity to keep an ongoing record of some of the interventions and strategies used. Some of these activities include counselling, psychological evaluations, parent conferences, and community agency contacts. The system allows the retrieval of this information in order to plan for additional services or strategies.



Some of the schools have access to video equipment for broadcasting closed circuit presentations focusing on areas of concern to staff, parents, and students. These presentations can be developed at the school level or commercially purchased.

All secondary students have a computerized Career Course Plan (CCP) as part of a county on-line program. Transfer Student Information and Credit Evaluation System (TRACE) aids the students in planning for the future and establishing career goals.

For information: Dr. Joyce Hickson, Supervisor, Division of Student Services, Dade County School District 1450 N.E. 2nd Avenue, Miami, FL 33132.

66
Computerized Curriculum Management Richland County School District, South Carolina

The program delivers GED, State High School Diploma, and Basic Education programs to students aged 16-21.

The program's linkage through electronic technology involves our locally developed computerized curriculum instructional management system. The system has received outstanding reviews and is considered by many educators as the most advanced in education today. The capabilities of the system are many and very simple to operate. The system was designed by educators and can diagnose skill weaknesses and organize the curriculum for teachers; software is co-ordinated with each individual skill for excellence in computer assisted instructions.

For information: Dr. Carl Medlin, Director, Adult Education, Richland County School District 1, Logan School 815 Elmwood Avenue, Columbia, SC 29201.

67
Comprehensive Competencies Program New York City Public School District

This program targets high school students who exhibit chronic truancy and have failed courses during the previous semester.

The Comprehensive Competencies Program delivers individualized, competency-based instruction using a computer system to automate test-scoring, lesson assignments, record keeping and reporting, analysis, management, and networking. After analysis of mastery tests, each learner is assigned to instruction of appropriate difficulty in those subject areas which have not been mastered. For every learning objective, lesson assignments reference an array of print, audiovisual, and computer-based learning materials identified through a review of commercial and public sector courseware. Educational achievement is linked to employment opportunity.

For information: Irwin Kaufman, Director, New York City Public School District, 131 Livingston Street, Room 200, Brooklyn, NY 11201.

68
Special Needs Resource Program Hull Public School District, Massachusetts

Most of the students in the Resource Program have experienced learning difficulties during their school career. They are learning disabled and/or have exhibited behavior/attitude problems. Their high school success is threatened by past failure, subsequent negative attitude, and continued weaknesses in academic areas.

In the Resource Program the use of a personal computer and video equipment enhances a student's learning. The student learns the basic operation of the computer and the available software. Word processing skills are developed, typing and math skills are practiced, problem-solving skills and creativity are challenged as a student develops his own program. Basic skills are reinforced using a drill and practice program. Written language skills improve as a student

becomes familiar with the use of word processing programs. All these skills improve with the use of the computer on a daily basis.

Curriculum in social studies and English is greatly enhanced by the use of a VCR in the classroom. Geography, cultures, time and space concepts are more easily perceived using the visual presentation. Concepts are more easily grasped and the language of books and short stories is given clearer meaning with the use of the VCR.

For information: Jeanne Ivas, Resource Teacher, Hull Public School District, Hull High School, 180 Main Street, Hull, MA 02045.

69
Intensive Learning Center
Kent County Voc-Tech School District, Delaware

The target population includes students between the ages of 14 and 20 who have failed or are at risk of failure due to a number of variables, and who need a more restrictive and intensive education program.

This level 5 Intensive Learning Center Program was founded to meet the need of unserved and underserved secondary aged students with severe learning and/or emotional/behavior problems. There are three important components of the program: There is a strong emphasis on academic preparation which includes the use of computers, concentrated emphasis on counselling, and vocational preparation of the student.

The Intensive learning Center has contracted with DIRECT (Delaware Instructional resources for Education through Computer Technology). The program provides computer assisted instruction in major curriculum areas that is suitable for special education drill and practice and includes components of diagnostic work-ups and record keeping. Each contract includes 500 blocks (256K bytes) of disk storage on the VAX computer of 30 students numbers on the DATA General Computer.

Programs include:

Basic Reading
Reading
Reading for Comprehension
Language Arts
Math
Problem Solving
Survival Skills
Games
Simulations

For Information: Dianne G. Sole, Co-ordinator/Psychologist, Kent County Voc-Tech School District, P.O. Box 97, Woodside, DE 19980. The program targets: pregnant teens; chronic truants; physically, sexually, and/or emotionally abused; adjudicated delinquents; disadvantaged; students in family crisis, and other potential dropouts.

70
Career Information System
Roanoke City School District, Virginia

User-friendly and easily accessed computer software programs are used by students, as follows:

- **"Who Am I?" software package is used by at-risk students on an individual basis to provide an opportunity to look at self, values, and stress factors in the environment. On-going counselling included.**

- **"Career Search" follows "Who Am I?" This is a short personal assessment package which assists students in identifying their interests. Counsellor assistance follows to help the student redirect career goals.**

- **"Discover Program," a career information system assists students to define goals, survey options and opportunities, and make decisions about careers.**
- **"Reading and Learning Style Inventory" is used with selected groups of students who are at risk. Software is primarily designed to provide teachers with information about individual student needs.**
- **"TIPS for Successful Employment and Living" addresses specific areas necessary in developing employability skills.**
- **"Job-O" is a general career interest survey that forces the student to go through a brief self-assessment. Responses are tabulated and correlated with jobs whose characteristics most closely match student's answers. Information about selected careers is also made available.**
- **"Careers 2000" gives access to information on over 560 careers, providing descriptive outlines on individual career duties, working conditions, entry requirements and training needed, earnings, etc.**

Several commercially produced videocassette programs are excellent resources for group counselling of at-risk students who are dealing with family crises including physical, sexual, and/or emotional abuse. Examples of such programs are "Something About Amelia," "For Kids Sake," and "After School Programs."

For information: Martha Rader, Supervisor of Guidance, Roanoke City School District, 40 Douglass Avenue N. W., Roanoke, VA 24012.

71

Duncan Polytechnical High School Fresno, California

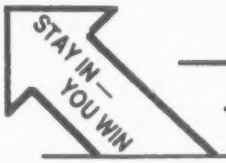
All students at Duncan Polytechnical High are "at risk." This involves an age group of 14 to approximately 62 years of age.

All the classes at Duncan are computer assisted. This includes the academic and vocational offerings. Particular classes with heavy computer components are:

Retail Sales
Small Business Management
Salesmanship
Computer Literacy
Microcomputer Accounting
Accounting I
Advanced Typing/Word Processing
Banking and Finance
Medical Transcriptionist
Electronic Office
Graphics
Vocational Electronics
Resource Program
Public Speaking
English I-IV
Biology
Medical Lab Assistant
Medical Assistant
Vocational Computer Lab

Instructional television and videocassettes are used in every class on the campus. Interactive video disks are used in Biology and CD/ROM is used in the Library as all of our reference books are on interactive disk. We have Apple, IBM, Burroughs, and Apple compatible labs. Our inventory of electronic equipment, especially that type of equipment which is on the leading edge of the technology, is quite large.

For information: Gloria Watts, Administrator, Fresno Unified School District, Curriculum & Instructional Services, Tulare & M Streets, Fresno, CA 93721.

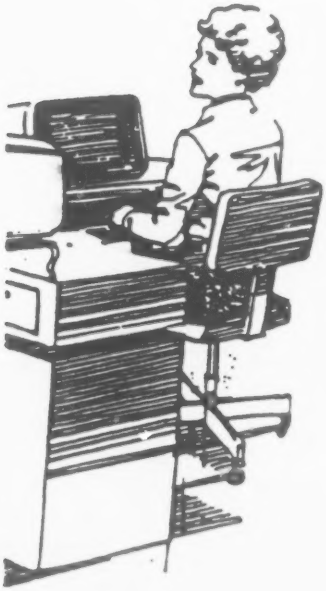


72
For High-school Age Single Parents Jarupa Unified School District, California

Students at the high school receive information through the Career Center about careers and/or take interest inventories through computer software, such as "Choices" or the "CASE Inventory." A series of videocassettes focuses on career preparation, such as writing resumes and preparing for the job interview. Software emphasizing basic skills in reading, math, and writing is also provided to these students.

For information: Charlotte Kennedy, Work Experience Co-ordinator, Jarupa Unified School District, 3924 Riverview Drive, Riverside, CA 92509.

73
Small Business Academy Bakersfield, California



The Small Business Academy is a high school diploma, career preparation program funded by the Kern High School District with a one-year grant from the National Education Association, Operation Rescue. The Academy began in 1987 to serve 100 returning high school students, predominantly aged 16-21 in basic skills and career development on a continuum from small business awareness to entrepreneurship.

Extensive use is made of computers to achieve basic skill proficiency (reading, writing, math), course supplementation (algebra, government) and program enrichment (business math, accounting, computer literacy). Students will learn to use computer tools appropriate for small business employment and management (word processing, database, spreadsheet).

For information: Kimberly M. Logan, Supervisor, Retention/Recovery, Kern High School District, 2000 - 24th Street, Bakersfield, CA 93301.

74

Special Needs Vocational Education Kent County Voc-Tech School District, Delaware

This is a Pre-Vocational program targeting grades 9-12, which includes clusters of Service Occupations, Construction and Mechanical. Basic Skills remediation is a vital part of the program. Currently we are using IBM PCs with the following programs:

Pre-Vocational Math Review
Shop Math Basic Skills
Shop Math Building Trades
Shop Math Electrical Trades
Developing Shop Safety
Micro Test
Construction Basic Principles

For information: Robert Lykens, Administrative Assistant, Kent County Voc-Tech School District, P.O. Box 97, Woodside, DE 19980.

****

C. GIRLS

In the spring of 1987, the National Association of State Boards of Education (NASBE) published Female Dropouts: A New Perspective, a report that explored the reasons why girls drop out of school and the consequences they face. Few researchers have studied female dropout and too few dropout prevention programs have been specifically designed to help girls complete high school. The present paper describes programs and state policy initiatives that show promise in helping young women complete their education.

Little research or evaluation has been directed at promising programs that help girls complete high school and improve their future chances for academic and economic success. Such programs have traditionally served pregnant and parenting teens, since girls most often cite pregnancy or parenting as reasons for dropping out of school. Yet the majority of female dropouts, 60 percent, leave school for other reasons. Schools and "outside" organizations use a variety of approaches to help such girls, employing different strategies to provide:

- **academic encouragement,**
- **counseling to improve female self-esteem,**
- **co-ordination of services to meet girls' academic and non-academic needs,**
- **bias-free interactions with teachers and administrators, and**
- **encouragement for girls to enter non-traditional courses and careers.**

There are ten specific recommendations for helping at-risk girls in this paper, and each is illustrated by describing programs using that approach. The programs originate from different sources: school

personnel, school districts, private agencies and individuals, and state governments. Some have obtained enough funding to thoroughly document their success in helping girls complete school. Others lack the funds to expand or to undertake a formal evaluation; and, when forced to choose between program expansion or evaluation, program developers have chosen expansion. In the future, promising approaches need to be thoroughly evaluated and shared between states and communities.

Promising Policy Development

There are a number of state policy initiatives that show promise in encouraging school retention. Most such initiatives are aimed at at-risk students generally, although some specifically highlight pregnant and parenting teenagers. States are most likely to enact policies aimed at at-risk youth of both sexes. We believe that policymakers who plan dropout prevention initiatives must be aware of the particular problems that prevent some girls from finishing high school. State policy initiatives should reflect an emphasis on helping young women, and providing blueprints for local school districts and schools to follow. States can:

- **Focus attention on at-risk youth by requiring accurate data on school completion by gender and releasing such data by district and school. This can be a powerful mechanism; it defines the problem, as well as holding schools and districts publicly accountable.**

- **Initiate collaboration between state agencies and organizations in program planning and implementation.**

- **Create incentives for schools to improve services for at-risk youth by recognizing outstanding school district and school achievements and publicizing their success; providing additional funds so districts and schools can address the problem; providing technical assistance so successful ideas can be shared; and permitting greater flexibility (e.g., releasing them from certain state requirements and regulations if they have met stated goals).**

- **Impose requirements that schools must: provide alternative teaching methods for youth who are behind grade level; reduce student/teacher ratios; and provide youth with access to a variety of services to address student health, emotional, social, and employment needs.**

- **Employ sanctions against districts or schools that fail to serve at-risk youth effectively be requiring schools and districts with unacceptably high dropout rates or unacceptably low student achievement levels to submit specific plans for improvement; putting districts and schools on notice and sending in state teams when sufficient progress has not been demonstrated; and withholding state accreditation when the local board fails to comply with state standards.**

- **The following state initiatives illustrate different approaches to dropout prevention. In each example we have described implications for girls.**

75
Wisconsin

The most comprehensive state approach to dropout prevention is provided by the 1985 Wisconsin Act 29. This act defines at-risk children, requires every school board to identify such children annually in each district, and requires each board to develop a plan for effective

programming. "Children at risk" are defined as being behind their age or grade level in mathematics, reading, or in the number of credits attained. In addition, such students are, or have been, any of the following:

- **a school dropout,**
- **a student with twenty or more unexcused absences during the previous school year,**
- **a delinquent who has been found guilty by the judicial system of an offense, or**
- **a parent.**

All school districts with 50 or more dropouts, or a dropout rate exceeding five percent for the previous school year, must submit plans for improvement to the State Superintendent of Schools. An annual report must follow with information on attendance, retention, and high school graduation rates for students enrolled in at-risk programs.

Wisconsin's initiative is worth noting because it is comprehensive, requires accurate data collection at the school level, requires a reporting process to the State, and includes incentive money to help school districts improve. The State Department of Education published Children At Risk: A Resource and Planning Guide to help local schools and districts understand the legislative requirements and to provide suggestions for fulfilling them. District school boards are required to appoint a "children at risk" coordinator to oversee implementation and report to the Department of Public Instruction. The Planning Guide includes descriptions of exemplary programs at the secondary level.

The legislation took effect in August of 1988. After one year of implementation (according to a Department of Public Instruction staff person), 87 percent of the school districts had participated in a one-day

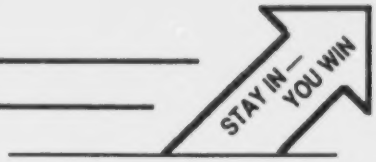
in-service training session about implementing the legislation. In addition, the legislation had a "ripple effect" on social legislation. Major social programs are being adjusted to work in conjunction with the at-risk legislation. First, the already existing Job Training and Partnership Act (JTPA) was required to use at-risk definitions consistent with the legislative definition. Second, the state's Welfare Reform package cited this legislation and incorporated requirements that Aid for Dependent Children (AFDC) school-age parents (or dependents of AFDC parents) must be enrolled full-time students to receive benefits.

Implications for girls: Unlike most states, Wisconsin requires accurate data collection disaggregated by race and sex. In addition, teen parents who are behind grade level or not making sufficient academic progress are automatically classified as "at risk" and targeted for assistance. As a result, more attention will be paid to identifying and providing programs for school-age parents. In addition, the Choices program mentioned above was a state initiative aimed specifically at at-risk girls.

76
Oregon

In 1983, Oregon's governor appointed a Youth Co-ordinating Council to be administered by the State Department of Education. The Council consists of 14 members drawn from a variety of agencies, particularly education, the juvenile justice system, and employment. Its mission is to:

- **examine policies and programs serving at-risk youth,**
- **draft policy and budget recommendations for the state of Oregon,**
- **use available funds to develop exemplary at-risk programs, and**
- **work for the adoption of these programs throughout the state.**



School dropouts, potential dropouts, youth offenders, teen parents, and minority youth have been the focus of Council efforts.

The Council has, thus far, funded nine major demonstrations. For example, Project Success in Eugene provides intensive counselling to small groups of high school students who are potential dropouts. The project helps students find jobs and obtain services — job permits, medical exams, financial aid for interviews, clothing, personal counselling, and access to alternative education programs at community colleges. One part of the alternative education is a Student On Leave program that permits students to take a one-time, one semester leave of absence during high school to explore career options. This kind of project illustrates Oregon's efforts to provide comprehensive youth programs that involve a variety of public and private agencies.

Another Council-funded project, the Young Parents Program in Albany, Oregon, helps pregnant youth women aged 14 through 21 to find and keep jobs. Students who need academic credits enroll in the local community college, with transportation and day care provided. Students also work at the day care center to learn parenting skills.

Implications for girls: Because of its independent status, the Council has less traditional ties to state agencies and might be freer to try non-traditional approaches to helping at-risk girls. In 1987, the Council contracted a detailed statewide study of dropouts disaggregated by sex. The findings indicated that of a 25 percent state dropout rate, 53 percent were boys and 46 percent were girls.

77
North Carolina

North Carolina's dropout prevention effort began with a Smith Reynolds Foundation grant to develop dropout demonstration programs. Just as three site models were about to be implemented, a state dropout

prevention fund was created by the General Assembly. This fund totalled $15,000,000 for 1985-86, and $20,000,000 for 1986-87, meaning that funds were available to every school district in North Carolina. Part of the fund established a State Office of Dropout Prevention in the State Department of Education. Model programs included planning, comprehensiveness, collaboration, and dropout prevention as an integral part of the entire school program. Model programs were used to test a variety of program elements, including an inter-agency advisory council for dropout prevention, an educator's committee for dropout prevention, a dropout prevention co-ordinator on the central office staff, and joint training for interagency council members and program administrators.

Most of the state dropout prevention fund was used to staff in-school suspension programs ($8,000,000) in 36 school districts. About $4,000,000 was used for counselling high-risk students in 76 districts. The latter program was targeted to pregnant and parenting students, low achievers, truants, discipline problems, and economically and socially disadvantaged students. Remaining funds were scattered among a number of smaller programs, such as extended school day programs for remediation, half-time job placement specialists for every high school in the state, transition programs for the handicapped to help them move into the work force, and special programs for high-risk students that targeted particular groups such as pregnant and parenting students, substance offenders, and juvenile offenders.

Worth noting is that the North Carolina Legislature recognized dropout as a serious problem, appropriated funds, and created a position in the Department of Public Instruction to provide technical assistance and support to all school districts in the state. The state is testing a variety of approaches to determine which are most effective.

Implications for girls: School districts can access state funds to test initiatives aimed at keeping young women in school. In addition, the model programs took a leading role in testing methods of data collection to better identify the magnitude and nature of the state's dropout problem. At the end of each school month, schools with grades 7 through 12 must submit a summary on dropouts to the Dropout Prevention Co-ordinator. The summary must include information about dropouts by sex, race, age, grade, socio-economic background, parental level of education, competency scores, retention, absenteeism, reasons for dropout, and future plans. After two years of experimentation, this method of data collection is being implemented throughout the state for the 1987-88 school year. As a result, program planners should have a good idea about which girls are dropping out and why.

78
Maryland

Maryland has two inter-related initiatives aimed at helping pregnant and parenting students.

1. The Inter-departmental Committee on Teen Pregnancy

In 1984, Maryland established an Inter-departmental Committee on Teen Pregnancy. Composed of program experts from the Departments of Health and Mental Hygiene, Employment and Economic Development, Human Resources, Education, the Office for Children and Youth, and the Juvenile Services Agency, the Committee's purposes are to:

- **promote co-operation at state and local levels in order to improve programs and services for at-risk, pregnant, and parenting teens,**

- **plan and implement an annual statewide inter-agency conference on teen pregnancy and parenting, and**
- **develop a state-wide network to facilitate communication and cooperation between state and local levels.**

Each Committee agency donates staff time to carry out activities related to the purposes above; the non-profit Equality Center provides technical assistance and staff support. Though established by no formal legislation or inter-agency agreement, Committee members have been working together for four years and are engaged with the following types of activities:

- **Incentive grants. The Department of Health and Mental Hygiene provides money that is administered through the Department of Education. The Department provides grants of up to $2000 to local school districts if they form inter-agency committees on teen pregnancy. At this point, all 24 local school districts have received grants.**
- **Statewide conferences. These conferences provide an opportunity for state personnel, local representatives, and child advocates to discuss programs, research, and issues related to teen pregnancy prevention and teen parenting.**
- **Publication of an annual networking guide. The guide describes incentive grant projects and lists the key contact people in each school district from all agencies listed above.**
- **A spring conference that provides training for program staff who work with teen pregnancy prevention and parenting programs.**

2. Governor's Council on Adolescent Pregnancy

The Governor's Council acts as a complement to the above activities. Created by the State Legislature in 1986, it resulted from the findings of a previous task force on teen pregnancy prevention and parenting. This Council has one full-time staff person who meets regularly with the Governor's Cabinet. The group examines policy issues through four subcommittees:

- **Education. To examine school policies such as data collection, absenteeism, and ease of re-entry for former dropouts.**
- **Legislative. To educate the legislature on policy issues related to teen pregnancy prevention and parenting.**
- **Inter-agency. To advocate for more effective coordination.**
- **Private Sector. To examine ways that the private sector can help provide services, such as job opportunities and assisting young mothers with day care payments.**

There is a formal structure within the Council for communication with high-level state figures; there is also an informal structure through the subcommittees that uses the expertise of program staff to identify issues, concerns, and needed direction. This is an example of how an issue can be addressed through both formal and informal action. In addition, the issue of at-risk youth has received high visibility because of the Governor's support. In 1990, the Legislature will examine the work of the Council to determine whether modifications are necessary and whether to continue supporting it. The Council has been given enough time (four years) to determine which actions will be effective.

79
Illinois

Implications for girls: Both the state and local levels are active and, ideally, communicating and co-ordinating action so that pregnant and parenting teens can get the services they need. Available Maryland statistics offer no information about the specifics of dropout as they relate to girls. However, during the spring of 1987, the Department of Education appointed a statewide committee to develop a proposal to revamp the data collection methods used to produce education statistics. The committee's recommendations include: (1) new definitions for dropouts, graduates, and non-traditional graduates, and (2) means to analyze dropouts by sex, race, age, and urban or rural setting.

In 1983, the Illinois Governor's Office initiated a program called Parents Too Soon. Illinois has the highest infant mortality rate of any industrialized state, and the initiative was intended to reduce it. The Governor's Office gathered the ten state agencies that were addressing issues related to infant mortality and teen pregnancy:

- **State Board of Education**
- **University of Illinois Crippled Children's Program**
- **Department of Children and Family Services**
- **Department of Public Aid**
- **Department of Health**
- **Governor's Planning Council on Developmental Disabilities**
- **Department of Mental Health and Developmental Disabilities**
- **Department of Employment Security**
- **Department of Commerce and Community Affairs**

The Governor's Office then allocated twelve million dollars in federal funds to Parents Too Soon — a collaborative effort to reduce infant mortality and teen pregnancy. In addition to pooling funds for a

common effort, the Parents Too Soon initiative uses common funds to co-ordinate public relations. The Governor's Office thus co-ordinated program activities while giving visibility to the project.

The State has awarded contracts for direct services to 130 community agencies. Major activities to date are:

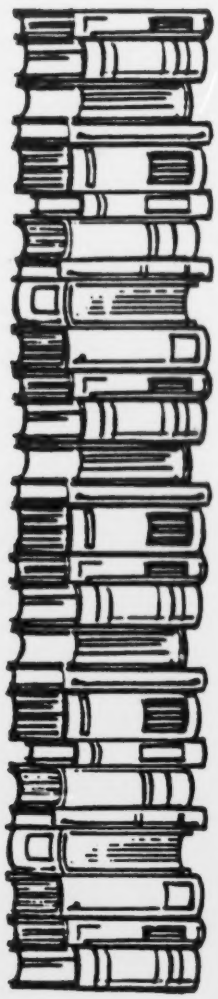
- **Demonstration programs operated by the Department of Public Health. These programs provide young women with a range of services including pre-natal care, baby care, and job training opportunities.**
- **Activities related to pregnancy prevention and parenting. These programs are operated by the Ounce of Prevention Fund, a private, non-profit organization.**
- **A Young Parents Program that encourages school completion and job training for teen mothers.**

In 1987, the Parents Too Soon initiative received a Ford Foundation Award as one of the ten most innovative programs in the country.

Implications for girls: Parents Too Soon shows how a governor's office can co-ordinate the activities of ten agencies to promote common program goals, and at the same time give the whole endeavor status and visibility. A comprehensive set of activities have been undertaken to help teen mothers with health care, education, job training, and parenting.

STAY IN — YOU WIN

80
Massachusetts



In 1985, Massachusetts passed an Education Reform Act establishing an Essential Skills Dropout Prevention Discretionary Grant Program. For 1987 (as of February, 1987), two and a half million dollars had been granted. Competitive grants are awarded to school districts that are trying to help students stay in school and graduate. Funding priority is given to school districts that: (1) have high concentrations of students from low income families, and (2) have high concentrations of students deficient in basic skills, and (3) have documented high dropout rates for the past three years. Grants are awarded for program expansion, as well as for the planning and creation of new programs. Funding is restricted to programs serving students in grades 7 through 12. Special Remedial Program Grants are available for schools with high concentrations of students in grades 1 through 9 who are failing basic skills tests.

Each participating school district must create a Dropout Prevention Advisory Council that is broadly representative of the community to oversee program development and implementation. Dropout prevention programs have included remediation and tutorial programs, counselling programs, work-study or co-operative education, involvement with parents and community groups, help for pregnant and parenting teenagers, and professional development for school personnel. In 1987, 48 school districts received funds.

Implications for girls: The funding criteria for the program described permit wide latitude in program design. Hence, it gives school districts an opportunity to develop new approaches to helping young women complete high school.

Conclusion

We have described a series of promising programs and policies to help young women complete high school. In order to ensure that these promising approaches are supported and expanded, local and state policymakers need to keep in mind the following agenda for action:

1. First and foremost, we need accurate information about the extent and nature of the dropout problem. This information is not currently available in most districts and states. We need to know how many students drop out of school and we need that data disaggregated by race and sex. We need to know how many adolescent girls become pregnant and give birth. And, various agencies must have access to each other's information. Information must be co-ordinated between departments of education, health, social services, and employment.

2. We need good evaluative data on programs that appear promising. Equally important, such information needs to be shared between districts and states. There are many creative ideas about how to help young women finish school as earlier descriptions in this paper show. Program providers at both the local and state levels have told us, however, that they feel they are re-inventing the wheel. Communication networks need to be developed so that individuals in different states know what's promising and what's working.

3. Policymakers should take a close look at a promising feature of several programs described in this paper: the case management approach. This approach, which comes from social work rather than education, suggests that an effective strategy for high-risk students is to have someone, well-known within the school, who keeps track of individual students who are at risk of school failure.

4. Schools need to take a leadership role in ensuring that young women and men have access to the necessary academic and support services to finish school. Schools must reach into the community in a variety of ways — to enlist volunteer support for mentoring programs, and to co-operate with various youth-serving agencies in providing students with extra services (such as counselling, day care, health care, and employment training). Schools may need to provide many of these services directly to students, although not all of these services need to be provided by school personnel.

5. Finally, we need to promote changes in school structure to enhance the likelihood that young women will stay in school and earn a diploma. This means that secondary schools need to become more flexible in addressing the needs of individual students. For example, in order to accommodate young women who are parents or who have other significant responsibilities that interfere with full-time school attendance, schools could be available at night, on weekends, and during the summer months. Schools can take an active role in job placement activities for students and ensure that such opportunities are bias-free. Schools can provide health care for students through outreach nurses or school-based clinics.

School personnel will have to learn new roles and responsibilities in terms of working with young people at risk. For example, teachers may assume some responsibility for identifying pregnant or parenting adolescents to appropriate personnel. At the same time, they need to be aware of the sensitivity and confidential nature of their information and behave accordingly.

Local and state policymakers can support the vision described within this paper in a number of ways. Incentives can be given to schools and school districts that are willing to try promising approaches. Educators can take the lead in proposing interagency agreements or legislative initiatives that support collaboration and coordination between various agencies. Local and state policymakers can grant schools and school districts increased flexibility in terms of complying with certain requirements or regulations as long as schools and districts are willing to be held accountable for agreed-upon outcomes.

Our goal is "schools that fit students," instead of requiring an increasingly diverse set of students to fit an antiquated structure. The result will be a more individualized education system, with attendant adults who have the skills and knowledge to help young women gain confidence, finish school, and pursue post-secondary education or obtain jobs commensurate with their interests and abilities.

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SEE ALSO: PROJECT #3
PROJECT #4
PROJECT #11
PROJECT # 72

D. BUSINESS PARTNERSHIPS (CANADA)

81
Cities in Schools
North York, Ontario

This is an example of a co-ordinated multi-agency community initiative to re-locate health, social, education and other support services within schools in order to focus on the non-academic problems and needs of at-risk students. Problems and needs arise out of family situation, culture, community environment, income level, and the lure of the workplace.

The Cities in Schools program in North York was created in September 1990 to help relieve the pressure being placed on the public education system's resources by the need for remedial action and to provide expertise and services that were not previously available. It serves at-risk students in grades 9 to 12 throughout the district who are experiencing major personal problems by providing a highly supportive environment. Currently, activities are geared to assessment and intervention to assist problem students to cope effectively. The program is a holistic program that simultaneously focuses on all problem areas.

Partners

- Connaught Labs
- North York Board of Education
- Xerox Canada Ltd.

Associated Groups

- Municipal/provincial governments
- Other community organizations
- Social services
- Social services
- Teachers and other school staff

Resources Committed

- **Business — equipment, including computers; personnel including 100 hours of employees' time**
- **Education — two teachers; 800 hours staff time**
- **Government — Employment and Immigration Canada gave $60,000 for start-up costs**
- **Social Services — 75 hours staff time**

Program Results

Techniques for measuring outcomes are: follow-up questionnaires and attendance records; and one-on-one rating of achievement compared with previously established individual goals.

There is a high level of participation. Interviews with participants indicate great enthusiasm for the program, however success is subjective and difficult to measure because each student has individual goals.

In order to succeed, the entire program must be integrated, including logistics (e.g. locating social service co-ordinator three floors up does not work). Future plans are to accommodate the needs of ethnic populations by adjusting the courses taught in the district's schools and interrelating academic and social services programs delivered in the schools.

For Information: Mandy Thomson, Partners in Education Consultant, North York Board of Education, 5050 Yonge Street, Toronto, Ontario, M2N 5N8. Telephone: (416) 225-4661 OR
Susan E. Robinson, Vice-President, Education and Training, Xerox Canada Ltd., 5650 Yonge Street, North York, Ontario. M2M 4G7
Telephone: (416) 733-6525

82
Cubs Convenience Partnership Watson Lake, Yukon Territory

The program provides a reality-based education, using business standards, for students in grades 11 and 12. This is an example of an association between one school and owners and managers representing both the public and private sectors of business. The program establishes mentorships between business individuals and students, using the school's Business Education Program to involve students in forming and operating a business.

The students assume total management and operation of the Cubs Convenience Store, and are accountable to a Board of Directors from the business community. There are board meetings once a month, at which the Cubs Convenience Store provides briefing packages, evaluation of past performance and future plans, and standard financial records. Students compete for positions within the business as they would in the working world. Tenure is for three months, enabling an individual to experience a variety of positions throughout the year.

Success is measured by financial viability, since all costs must be covered by the income of the business. Although the business is not encumbered with staff, utilities and other costs, students prepare financial records reflecting normal operating costs. There are formal job evaluations, student assessments, records of objectives met and student feedback, and informal assessment by the Board at monthly meetings.

Partners

- Canadian Imperial Bank of Commerce
- Raketti Construction
- Town of Watson Lake
- Watson Lake Hotel
- Watson Lake Secondary School

Associated Groups

- Department of Education

Resources Committed

- **Business — personnel, five advisors**
- **Education — personnel, teacher facilitator; facilities**
- **Government — initial grant to purchase inventory and pay other start-up costs**

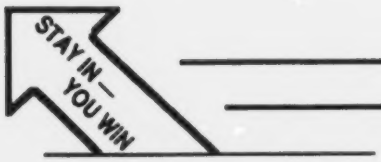
Program Results

The program started in May, 1990. Twelve out of 21 students participated, and previously at-risk students have become increasingly diligent and responsible through meeting challenges and succeeding at school and work. The perception of students and business people has changed to one of recognition that students are young adults who can be responsible. The partnership has emphasized that in this environment the curriculum must be practical and relevant to work.

For information: Kenneth Agar, Watson Lake Secondary School, Box 308, Watson Lake, Yukon Territory, Y0A 1C0. Telephone: (403) 536-2051 OR
Bill Forsyth, Town Manager, Box 590, Watson Lake, Yukon Territory. Y0A 1C0. Telephone: (403) 536-7778

83
Partnerships in Education Program Calgary, Alberta

This is an example of a large urban secondary school with strong academic and vocational programs entering into partnership with a large corporation located close to the school, whose employees were eager to participate. The program began in September, 1985, with the long-term objective of enhancing overall student learning, opportunity and personal growth for all students as well as students at-risk.



Partners

- Crescent Heights High School
- NOVA Corporation of Alberta

Associated Groups

- Calgary Public Board of Education
- Parents of students

Resources Committed

- **Business — personnel; equipment, including computers and software, photocopiers; financial, including scholarships and matching funds**
- **Education — personnel, including one half-time teacher and volunteers**

The school's partnership representative, the Curriculum leader, was given a half-time teaching assignment and a monetary administrative allowance. The corporation's representative is responsible for public relations, corporate contributions and sponsorships. All requests relating to the partnership are channelled through the representatives who are responsible for the programs.

To encourage students to stay in school, NOVA awards three annual scholarships. The grade 10 scholarship honors academic excellence and provides an incentive to enter post-secondary training after high school graduation. The grade 11 scholarship recognizes good citizenship. The grade 12 scholarship recognizes leadership in extracurricular and community activities.

A work experience program allows students to work at NOVA in departments of their choice and annual tours give students a perspective on how their curriculum applies to the working world. NOVA's Human Resources Department instructs students in effective techniques for resume writing and job interviews.

Teaching staff are involved in NOVA's annual Health, Safety and Environment conference, which has examined drug and alcohol abuse and illiteracy in the workplace.

Program Results

An annual formal review relates accomplishments to objectives. Individual projects are reviewed during and after completion. Students and teachers complete activity evaluation forms.

The partnership has completed its development phase. Growth has been fuelled by the enthusiastic participation of the students, who have had a unique opportunity to see how the real world works, while the corporation has enhanced its corporate image. The partnership supplements the school financially as it faces reductions in funding. Improved student skills will reduce the cost of training to the employer, and students have a better foundation to compete in the marketplace.

Future plans are to search for new and effective ways to foster program growth, to focus on at-risk students, to implement a job-shadow program, and place more work experience students at NOVA.

For information: Doug Clovechok, Curriculum Leader, Crescent Heights High School, 1019-1 Street N.W., Calagry, Alberta. T2M 2S2. Telephone: (403) 276-5521 OR
Mary Lou Mendyk, Public Affairs Analyst, NOVA Corporation of Alberta, 801-7 Avenue S.W., Calgary, Alberta. T2P 3P7. Telephone: (403) 290-6246

STAY IN — YOU WIN

84
Project Business Kelowna, British Columbia

This is an example of business groups and educators arranging for volunteer business people to provide specialized instruction and career information to secondary school students.

The communications officer co-ordinates the program and works directly with secondary school teachers to organize scheduling of a 12-week series of lessons delivered by volunteer business consultants supplied by the Chamber of Commerce and Junior Achievement. Consultants are provided with a complete curriculum and work jointly with classroom teachers. They plan field trips, share their experiences and act as role models for students. The career exploration component is tailored to complement the existing career programs. Program activities include economics courses supplemented by classes such as the Canadian economic system, the market system, money and banking, financial statements, role of consumers, career exploration courses, including life values module and field trips to local businesses.

Partners

- Central Okanagan School District
- Chamber of Commerce
- Junior Achievement

Associated Groups

- Okanagan College

Resources Committed

- **Business — funding from Junior Achievement and approximately $600 per company; 24 business consultants from a wide range of businesses**
- **Education — funding for busing on field trips; personnel, including substitute teachers and communications officer to co-ordinate the project**

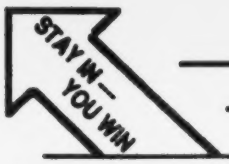
Program Results

Program results are measured by standard evaluations where applicable, participation rates and attendance at activities. Since 1986, when the program started, participation rates have been very high, and a very extensive business network has been established.

The program responds to the Sullivan Commission's observation that career and human development can no longer be done by the schools alone. It has been enthusiastically received by teachers, students and the business community. Chamber of Commerce support continues to grow. Many consultants find the program rewarding and remain involved.

Public recognition of business contributions is important because it shows the partnership is working and helps recruitment. Open dialogue with the business community is essential for success. Businesses are provided first-hand knowledge of the school system through the involvement of consultants, and the program stimulates their interest in schools and graduates. Plans are to expand the scale of the program as the school district grows.

For information: Marion Stolze, Communications Director, Centrak Okanagan School District, 190 Haynes Road, Kelowna, B.C. ViX 5X7. Telephone: (604) 860-8888 OR
G.E.(Gerry) Frederick, General manager, Kelowna Chamber of Commerce, 544 Harvey Avenue, Kelowna, B.C. V1Y 6C9 Telephone: (604) 862-1515



85
Ottawa-Carleton Learning Foundation (OCLF) Ottawa-Carleton, Ontario

This is a large-scale regional collaboration among business, education, research and training organizations. The OCLF brings individuals and institutions together to develop innovative programs and manages a number of them directly. Overseen by a Board of Directors comprising senior business and education executives, its operations are directed by a full-time president.

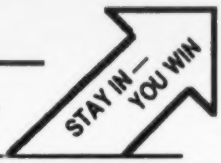
The collaboration began in August of 1985 with the goal of building an innovative program whose graduates can integrate and apply sophisticated academic, communication and work skills. Objectives were to motivate students to stay in school and help them to make informed educational and career decisions; provide on-the-job training opportunities; enhance the transition from school to work; promote positive attitudes through life and management experiences.

Partners

- Bell Canada
- Bell-Northern Research Ltd.
- 5 boards of education
- Ottawa-Carleton Industrial Training Council
- Ottawa-Carleton Learning Foundation (OCLF)
- Ottawa-Carleton Research Institute
- Petro-Canada
- Telecommunication Research Institute of Ontario
- 4 post-secondary institutions
- 100+ area businesses

Associated Groups

- Ministry of Colleges and Universities, Ontario
- Ministry of Education, Ontario
- Ministry of Skills Development, Ontario



Resources Committed

- **Business — $135,000 annually; volunteer personnel 5,000+ hours annually; equipment, including computer systems**
- **Education — $135,000 annually; personnel, including one administrator and two teachers; facilities for program delivery**
- **Fundraising — $100,000 annually**

The largest program, the Career/Work Education Project, gives students career guidance and practical work experience, informs teachers of industry developments and relates school programs to employers' needs. The Learning Centre teaches literacy and numeracy using specially designed computer software. The Service Station Training Centre motivates at-risk students to stay in school through a training program to enhance their workplace skills. (In 1990, 80 students successfully completed this program.) Students and teachers from all five area school boards participate. Students spend six hours per day on the site and can earn three to four academic credits.

Program activities include: co-operative education, work experience, career exploration, consultation to practise job search skills, mentoring, business speakers in schools, workplace tours, resource sharing, professional development for teachers, teacher-employee exchanges, business volunteers on curriculum and other educational committees, and Partners in Education programs.

Program Results

Unfortunately, few program outcome measurements are currently in place. Independent evaluation of OCLF and its programs using questionnaires and interviews is planned, however. Other future plans

include the establishment of a Regional Student Retention Program involving the Ottawa-Carleton hospitality industry to accommodate 300 to 500 students annually.

For information: Mac Prescott, President, Ottawa-Carleton Learning Foundation, 340 March Road, Kanata, Ontario. K2K 2E4. Telephone: (613) 591-1285 OR
John H. Farrell, President, Telecom Canada, 410 Laurier Avenue West, P.O.Box 2410, Station "D". Ottawa, Ontario. K1P 6H5. Telephone: (613) 560-3251

86
Adopt-a-School St. Catherines, Ontario

This is an example of a partnership between a secondary school and a large local business to promote student interest in blue-collar jobs and non-traditional careers.

The program is designed to provide students with information about local career opportunities within a major corporation; to extend the range of educational experiences available to students; to show students the necessity of completing their education to qualify for post-secondary education and training needed to qualify for skilled jobs; and to provide employees with access to school facilities and greater knowledge of and input into the public education system.

Partners

- Merritton High School
- St. Lawrence Seaway Authority (Western Region)

Resources Committed

- **Business — part-time, in-house school committees and committee at the Seaway Authority; personnel time to conduct tours, make presentations**
- **Education — personnel to plan and monitor initiatives**

Planning teams, comprising four representatives from each partner, meet quarterly to plan and implement activities. These include: educational tours of the Seaway operation; speeches by professional employees about career opportunities with the Seaway Authority, including job descriptions and the educational qualifications they require; curriculum activities built around the scope of Seaway Authority operations; professional development for teachers and Seaway Authority employees.

The most successful of the activities developed by the partnership was a Career Week, designed to heighten student awareness and interest in the range of jobs — from blue collar to professional — available at a major corporation located in the community. Presentations about careers made at the school and at workplace sites add to their immediacy.

Program Results

The Head of Guidance, Merritton High School, and the Assistant Personnel Administrator, St. Lawrence Seaway Authority (Western Region), meet frequently to discuss and review program activities. Concrete evaluation of student performance is used to measure outcomes where relevant; as is committee feedback, participation rates, and monitoring by program heads.

Since spring, 1988, when the program started, 80 percent of the students attended one or more of the activities Most activities are oversubscribed and participation has had to be limited. Career Week created a demand for counselling, career information, and requests for speakers to return.

The Adopt-a-School program is operating smoothly and having an

impact on both communities. Overall feedback has been good and there have been no major disappointments. Principal stakeholders must be committed, and plans must be implemented slowly. Grandiose plans are a prelude to disaster. The program will continue to develop synergistic activities.

For information: Allen Purdue, Head of Guidance, Merritton High School, 10 Seymour Avenue, St. Catherines, Ontario. L2P 1A4. Telephone: (416) 682-7239 OR
Gordon West, Assistant Personnel Administrator, St. Lawrence Seaway Authority, (Western Region), 508 Glendale Avenue, P.O. Box 370, St. Catherines, Ontario. L2R 6V8. Telephone: (416) 641-1932

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Evergreen Intervention Centre Riverton, Manitoba

This is an example of a partnership created to co-ordinate work transition strategies for a rural school district. The program targets at-risk students, 16-24 year-old unemployed dropouts, and 16-24 year-old employees who wish to upgrade. The Intervention Centre was established to bridge the gap between formal education and successful employment in Riverton and neighboring communities, where youth unemployment is 24 percent.

Partners

- Evergreen School Division •22
- IBM Canada Ltd.
- 24 local businesses

Associated Groups

- Canada Employment and Immigration Centre
- Department of Natural Resources, Manitoba
- Manitoba Education

Resources Committed

- **Business — supervision, mentoring, counselling time**
- **Education — $150,000 for initial purchase of equipment and academic supplies**
- **Government — $200,000 annually for salaries, nominal rent and supplies**

A community-based Steering Committee that represents business and education has developed a co-ordinated approach to improving the transition from school to work. The Centre's staff of six uses the Pathfinder Learning System, created by YES Canada, to develop individualized instruction for its student and youth clients. Most business people supervise one or more students on 24-hour-per-week work placements that last five months.

Program activities are: recruitment and diagnosis of academic and life skills of clients; development of individualized counselling and remediation plans to meet career and lifestyle objectives; remediation through tutoring and counselling; job search assistance to match individual skills to job opportunities; providing employer mentors to act as role models, counsellors and advocates for clients; job placement; on-site job experience programs; job entry program.

Program Results

Students registered in the Centre have numbered 50 annually; 20 in the job-entry program.

Students are tracked by contacting families or through personal visits. Information is recorded on personal files that have been maintained since the Centre was founded in September, 1989. Success of the program is measured by the number of successful remediations and

job placements; the number of diplomas and certificates of competency issued; the number of program graduates who remain employed over an extended period, or enter post-secondary education; and the reduction in the number of dropouts and unemployed young people.

The Intervention Centre has significantly enhanced the educational and employment prospects of local youth. Facilities will be expanded as finances allow.

For information: Bill Laing, Manager, Intervention Centre, Evergreen School Division #22, Box 340, Riverton Manitoba. R0C 2R0. Telephone: (204) 378-5141 OR
Cheryl Smith, Education Specialist, IBM Canada Ltd., 8-201 Portage Avenue, Winnipeg, Manitoba. R3B 3K6. Telephone: (204) 934-2604

SEE ALSO: PROJECT #32
PROJECT #36
PROJECT #39
PROJECT #41
PROJECT #73

6. Program Ideas for Our STAY IN—YOU WIN Initiatives

This module has described a number of dropout prevention programs which are in place and working to keep youth in school. The central purpose is to help you generate ideas for programs that will work in your school as part of your own STAY IN—YOU WIN initiative.

The next few pages provide an opportunity for gathering those program ideas that can work for you, your students and your community. Select those program ideas with the guidelines on pages 2-7 in mind.

STEP ONE: (Page Reference)

Identify those program descriptions that reflect ideas that could work for you. Add your own ideas as well.

STEP TWO: (Dropout Prevention Strategy)

Condense the program strategy into a succinct statement of the broad goal.

STEP THREE: (Modified Objectives)

Frame the key program objectives to meet the needs of your particular school, students and community.

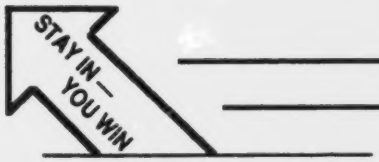
STEP FOUR: (Our STAY IN—YOU WIN Initiatives)

Describe in outline form how your initiatives will work.

STEP FIVE: (Responsibility for Implementation Proposal)

Assign an individual to be responsible for each initiative or component. Assignments should include deadline for completion of the detailed plan, budget, consultation with others, etc.

This information will be valuable input for the planning process outlined in Module Three. Make copies for your working group so as to leave these pages intact.



PROGRAM IDEAS FOR OUR "STAY IN

PAGE #	DROPOUT PREVENTION STRATEGY	MODIFIED OBJECTIVES

— YOU WIN" INITIATIVES

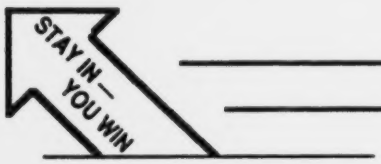
OUR STAY IN — YOU WIN INITIATIVES	RESPONSIBILITY

PROGRAM IDEAS FOR OUR "STAY IN

PAGE #	DROPOUT PREVENTION STRATEGY	MODIFIED OBJECTIVES

— YOU WIN" INITIATIVES

OUR STAY IN — YOU WIN INITIATIVES	RESPONSIBILITY



PROGRAM IDEAS FOR OUR "STAY IN

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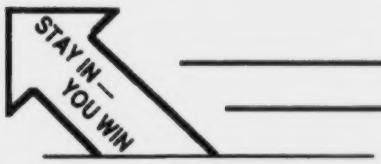
— YOU WIN" INITIATIVES

OUR STAY IN — YOU WIN INITIATIVES	RESPONSIBILITY



PROGRAM IDEAS FOR OUR "STAY IN

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— YOU WIN" INITIATIVES

OUR STAY IN — YOU WIN INITIATIVES	RESPONSIBILITY